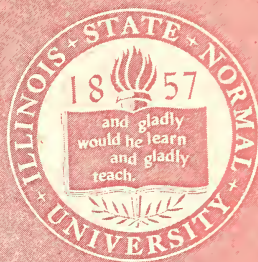


ANNUAL
UNDERGRADUATE
CATALOG



ILLINOIS
STATE
NORMAL
UNIVERSITY

BULLETIN

1963 - 1964

34

GREGORY STREET



8. Felmley Hall of Science
9. North Hall
10. Schroeder Hall
11. Heating Plant
12. Edwards Hall
13. Cook Hall
14. Green House
15. Federal Building
16. Fell Hall
17. Rambo Home Management

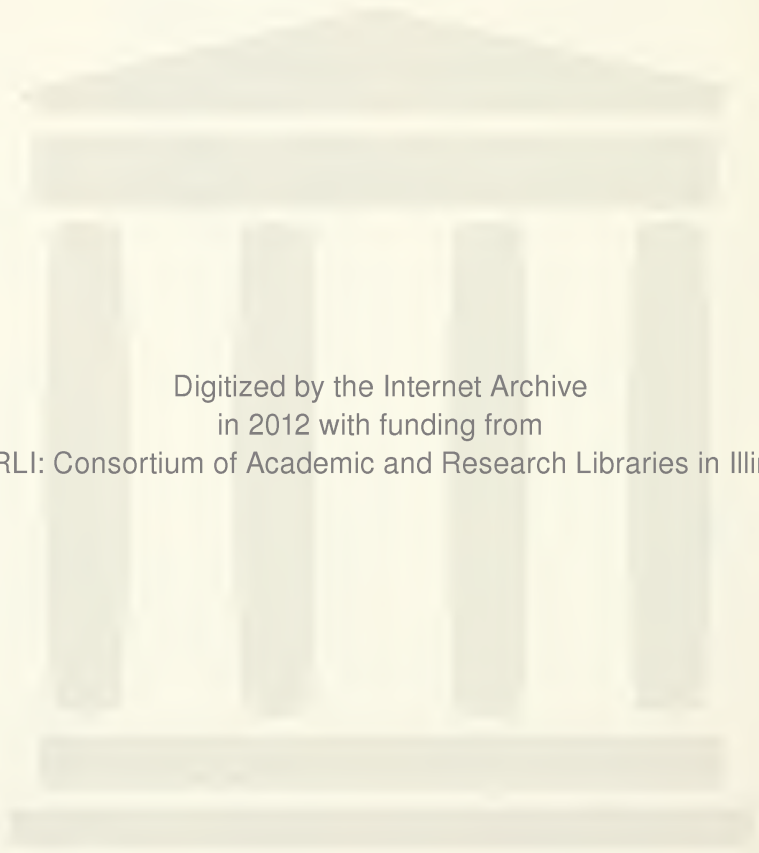
- 27-A. Cooper Health Service
- 28. Metalf School
- 28-A. Hayden Auditorium
- 29. Turner Hall
- 30. Horton Physical Education
- 31. Hudelson Museum
- 32. Cardinal Court
- 33. University Golf Course
- 34. University Farm

27. Fairchild Hall of Special Education

ILLINOIS STATE
NORMAL
UNIVERSITY
BULLETIN

ONE HUNDRED FIFTH ANNUAL UNDERGRADUATE CATALOG

STATE OF ILLINOIS—Land of Lincoln
OTTO F. KERNER, Governor



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University Calendar

1963

SUMMER SESSIONS

June 17—August 9 Eight-Week Summer Session
 August 12 Opening of Post Session

FIRST SEMESTER

September 7—8 Convocations for new students and their parents, 4 p.m.
 September 9 Opening of first semester; Orientation Week activities begin at 9 a.m.; faculty meeting at 4 p.m.
 September 9 Registration for late afternoon, evening, and Saturday classes, 6:30-8 p.m.
 September 10—12 Registration according to a published schedule
 September 13 Classes begin
 September 23 Last day for late registration, course changes, and refunds
 September 30 Last day to apply for student teaching assignments for second semester.
 October 14 Illinois Education Association Central Division meeting
 October 25—26 Homecoming
 November 27 Thanksgiving vacation begins, 12 noon
 December 2 Thanksgiving vacation ends, 8 a.m.
 December 13 Last day to withdraw from courses
 December 21 Christmas vacation begins after scheduled classes

1964

January 6 Christmas vacation ends, 8 a.m.
 January 16—22 Final examinations for first semester
 January 24 First semester closes

SECOND SEMESTER

January 27 Opening of second semester
 January 27 Registration for late afternoon, evening, and Saturday classes, 6:30—8 p.m.
 January 28—30 Registration according to a published schedule
 January 31 Classes begin
 February 10 Last day for late registration, course changes, and refunds
 February 28 Last day to apply for student teaching assignments for 1964 summer session and for first semester of 1964-65
 March 20 Last day to apply for graduation and pay graduation fee for June commencement
 March 21 Spring vacation begins after scheduled classes
 March 31 Spring vacation ends, 8 a.m.

May 8	Last day to withdraw from courses
May 28—June 4	Final examinations for second semester
May 30	Memorial Day holiday
June 5	Second semester ends
June 6	One-hundred-fifth annual commencement

SUMMER SESSIONS

June 15—August 7	Eight-Week Summer Session
August 10	Opening of Post Session

An Introduction to Illinois State Normal University

TEACHING AS A PROFESSION

Our democratic society, founded upon the principles of free education for all, relies upon teaching as its cornerstone. Today, all other professions must build upon the processes of education. The teacher, working with students, then, is the central point in these educational processes.

The teacher must be a person devoted to serving others. He must be an individual who learns throughout his life. As he applies the sciences of education to practice, the teacher becomes a skilled artist at work.

Teachers are generally held in high esteem, for citizens of a community have come to recognize that the well-being of our nation depends upon the success of the superior teacher. The profession of teaching is constantly being upgraded, both as to the quality of persons who enter the field and the rewards received by those who teach.

PURPOSES OF THE UNIVERSITY

Illinois State Normal University has for its primary purpose the preparation of professionally competent teachers, supervisors, administrators, and guidance and personnel workers for all educational levels from nursery school through college.

To attain its primary purpose the University strives constantly to achieve at increasingly higher levels the following aims:

To select and admit qualified and competent students for a program of teacher education

To maintain a program of selective retention of candidates for the teaching profession

To provide adequate teaching laboratories for observation, participation, and student teaching

To provide desirable conditions for student life and welfare

To provide a competent teaching and administrative staff to present and direct the program

To establish, study, and improve the program of teacher education for a democratic society by providing a well-balanced program of general education, specialization in teaching fields, and professional education

To provide opportunities for professional improvement of school personnel through in-service programs and through advanced academic and professional study

To encourage research in the principles of learning and teaching and in the several subject matter fields in order to promote teaching competence and scholarly achievement

To maintain functional relationships with elementary schools, secondary schools, and colleges in order that the teacher education program may be based on an understanding of the changing educational program and needs

To contribute to the educational program of the state by making available the resources of the University

THE UNIVERSITY SETTING

PERSONNEL

The faculty of Illinois State Normal University includes over 475 persons holding a minimum of a master's degree. Of that number, more than 42% have earned doctorates.

The student body consists of approximately 6,000 students during the regular school year. Geographically, students are from all parts of Illinois, a number of other states, and foreign countries.

LOCATION

The University is located in Normal, which adjoins Bloomington. The two cities have a combined population of about 50,000. Originally about a mile apart, the two communities have grown together and merged into one city, although each maintains its own municipal organization. Situated, then, in the geographical center of Illinois, the University is strategically placed for convenience and for future development.

The location of Illinois Wesleyan University in Bloomington, only a mile from the campus, affords various cultural and educational advantages. Co-operative arrangements between the two schools in educational and social areas are advantageous to students and faculty on both campuses.

Normal and Bloomington are on two railroad lines: the Gulf, Mobile, and Ohio and the New York Central. Several state and federal highways (routes 9, 51, 66, and 150), which lead into the two cities, make the University accessible to all parts of the state. The Ozark Airlines and interstate bus lines also provide service to the communities.

Lake Bloomington, the parks and golf courses in and around Bloomington-Normal, added to the facilities of the University campus, afford opportunities for outdoor sports and recreational activities for students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by unusual intellectual and esthetic aspects of the environment.

The communities are literary and music centers. The University contributes to and benefits from these cultural elements in the civic life of the two cities.

HISTORICAL SKETCH

Founded in 1857, the first teacher education institution in the Mississippi Valley, the second west of the Allegheny Mountains, and the tenth in the United States, the University celebrated its one hundredth year during the calendar year 1957. The founding of the University marked the beginning of state-supported higher education in Illinois.

The four-year college program leading to the bachelor's degree was inaugurated in 1907. In 1943 the fifth or graduate year, leading to the master's degree, was added. In 1962, graduate programs leading to specialist's and doctor's degrees were started.

The University, in the 106 years of its existence, has been served by the following nine presidents:

Charles Hovey, 1857-1861; Richard Edwards, 1862-1876; Edwin C. Hewitt, 1876-1890; John W. Cook, 1890-1899; Arnold Tompkins, 1899-1900; David Felmley, 1900-1930; Harry A. Brown, 1930-1933; Raymond W. Fairchild, 1933-1954; Robert G. Bone, 1956- .

ACCREDITATION

The University is accredited on both the bachelor's and master's levels by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. It holds institutional memberships in the American Council on Education and the American Association of Colleges for Teacher Education. Its women graduates are eligible for membership in the American Association of University Women.

USE OF THIS CATALOG

It is important that the student read and keep his catalog for the year he enters the University. It will be needed throughout his college career and serves as the official guide for his academic and graduation requirements. It is also valuable as a reference book for the various phases of college life.

The Campus

The University campus consists of approximately 650 acres, including a new University farm. In addition to the many buildings housing classrooms and laboratories, the major buildings include campus residence halls, housing for married students, a University Union, two laboratory school buildings, auditoriums, a theatre, and a library. Other buildings are now being constructed and plans are being developed for still other facilities.

ACADEMIC BUILDINGS

(These are placed in order of construction. The dates shown are dates of construction.)

North Hall (1892) is used for faculty offices and classes in Agriculture, Education, and English.

Cook Hall (1895) is used for some college classes, an auxiliary radio studio for campus broadcasting and a gymnasium for University High School.

Edwards Hall [formerly Industrial Arts Building (1908)] is used principally for Foreign Language classes. Capen Auditorium, with a capacity of 1100, is located in the building.

University High School (1912) is used as a four-year high school. This school serves as a laboratory for student teaching.

McCormick Gymnasium (1925) is occupied by the Department of Health and Physical Education for Women.

Felmley Hall of Science (1930) is used for Biological and Physical Sciences. A large annex to this building is to be completed during 1964.

Rambo Home Management Houses (1939) are two complete houses used by students in the Department of Home Economics.

Milner Library (1940) has four stack levels containing more than 270,000 volumes.

Hovey Hall (1950) houses the general administrative offices.

Fairchild Hall of Special Education (1951) contains provisions for the preparation of teachers of exceptional children. It also contains the psychological counseling services and the speech and hearing clinics for college students. One wing contains the Rachel Cooper Health Service.

Schroeder Hall (1957) contains 49 rooms for classes in Education, English, Geography, Mathematics, Psychology, and Social Sciences.

Metcalf Building (1957) is used for kindergarten, elementary grades one through six, and a junior high school of grades seven and eight. This serves as

a laboratory for students preparing to teach in the elementary grades. It also houses the closed-circuit television studio for broadcasting to various areas of the campus.

Centennial Building (1958) is used for art, music, speech, and dramatic studies. It also serves as headquarters for the closed-circuit radio station.

Horton Physical Education Building (1963) houses physical education classes for men and provides gymnasium facilities for indoor athletic events. A new football field, with associated spectator area, extends from one side of the building.

Turner Hall of Practical Arts (1963) provides classroom space and laboratory areas for the Departments of Business Education, Home Economics, and Industrial Arts.

STUDENT HOUSING

The following buildings provide housing on campus for men, women, and married students:

Fell Hall (1918) for 260 upperclass women.

Barton Hall (1951) for 213 women.

Dunn Hall (1951) for 213 men.

Walker Hall (1955) for 410 men.

Cardinal Court (1959) for married students in 96 apartments.

Hamilton-Whitten Hall (1960) for 816 freshman women.

Atkin-Colby Hall (1962) for 816 upperclass women.

AUXILIARY BUILDINGS AND GROUNDS

Central Heating Plant (1916) supplies heat and power for the campus.

Greenhouse (1938) is for growing plants and flowers for campus and for botany courses.

University Union (1956) has facilities for student leisure time activities.

Physical Plant Office contains shops and offices for the campus maintenance staff.

McCormick Athletic Field consists of eight acres equipped for sports and physical education activities.

University Farm includes 290 acres for cultivated crops and pasture.

An eighteen-hole golf course is maintained by the University for physical education classes, intramural and intercollegiate matches, and community use. No greens fee is charged for class or intramural use, but a fee is charged for other uses.

Admission, Orientation and Registration

QUALIFICATIONS FOR ADMISSION

The teaching profession requires physical, mental, personal, and social characteristics which are comparable to the requirements of other important professions. It requires good health, intellectual ability, tact, common sense, mature judgment, adaptability, sense of humor, enthusiasm, and optimism. No single measure is used to determine the applicant's fitness for the profession. In addition to tests, the Committee on Admissions carefully considers each applicant to select the kind of student whose personal qualifications give indications of being most successful. Important factors in the selection process are scholastic record, recommendations of principals and counselors, standardized test scores, record of participation in activities, and personal interests and hobbies. After careful examination of these factors, the Committee on Admissions selects for admission the student whose qualifications show promise of being most successful.

HIGH SCHOOL SUBJECTS RECOMMENDED FOR ADMISSION

Specific subjects are not required for admission, but it is wise for a student to select a strong academic program in high school. In addition to four years of English, a program including as much mathematics, science, foreign language, and history as possible is highly recommended. Further, a student should emphasize those high school subjects which are closely related to the program he plans to follow in college.

For more specific information a student should seek the advice of his high school counselor or write to the Office of Admissions and Records.

EARLY ADMISSION DECISION PLAN

An early admission decision plan is available for a student who ranks in the upper one-third of his high school class at the end of six semesters of work. Participation in this plan assures the student of a place in the freshman class and an opportunity for residence hall reservation before the rush of seventh semester applications. A student interested in this plan should write the Office of Admissions and Records for more detailed information.

ADMISSION PROCEDURES

Application for admission must be made by the student. It may be sent any time after the completion of seven semesters of high school work. An application form may be secured by writing the Office of Admissions and Records.

The beginning freshman or transfer student must fill out an application blank and send it to the high school from which he graduated. The high school will then complete its part and send the application directly to the Office of Admissions and Records. A transfer student must submit complete transcripts of all previous college and university work plus a recommendation from the dean of men or women of the last school attended.

As soon as the application blank and all necessary transcripts are received, it will be given consideration and the applicant will be notified of the action taken.

A student may be admitted at the beginning of either semester or the opening of a summer session. However, his application cannot be processed if received later than the Tuesday prior to the opening date of the semester or session for which he seeks entrance.

Any applicant seeking admission to a program leading to a degree is expected to indicate a choice of curriculum at the time he submits an application. If he has not made a decision concerning a teaching field at the time he applies, he may indicate that he is undecided as to teaching field. In all cases, a teaching field must be selected before a student begins the sophomore year.

CLASSIFICATIONS FOR ADMISSION

The University has five classifications for new students entering the University—(a) beginning freshman student, (b) transfer student, (c) special student, (d) unclassified student, and (e) graduate student. The requirements for each are as follows:

A. Beginning freshman student

1. An applicant must be a graduate of a recognized or accredited high school.
2. An applicant should rank in the upper two-thirds of his graduating class. (An out-of-state applicant must rank in the upper one-half.)
3. An applicant must submit scores on the American College Testing Program (ACT) before being permitted to register. An applicant who ranks in the lower one-half of his high school class must submit these scores before he is given consideration.
4. An applicant who ranks in the lowest one-third of his graduating class may be considered on the basis of scores on the American College Test. If this examination result is satisfactory, the Committee on Admission will consider the application.
5. An applicant accepted for admission must have a physical examination, including vaccination against smallpox, by his own physician during

the 60 days preceding registration. Part of this examination must be a chest x-ray or skin test for tuberculosis done within a year. Hearing and speech tests will be given as a part of the registration procedure.

B. Transfer student

1. A student transferring from accredited colleges and universities may be admitted on presentation of satisfactory scholastic records.
2. The total scholastic record at all colleges and universities attended must indicate an average of at least "C" and show withdrawal in good standing from the last school attended.
3. Each transfer student must present a favorable recommendation from the dean of men or women of the last college attended.
4. An applicant accepted for admission must have a physical examination, including vaccination against smallpox, by his own physician during the 60 days preceding registration. Part of this examination must be a chest x-ray or skin test for tuberculosis done within a year. Hearing and speech tests will be given as a part of the registration procedure.
5. Advanced standing credit will be granted for work successfully completed at accredited colleges and universities. A statement of advanced standing, showing how credits may be used for curricular requirements, will be sent to the student after his application has been approved for admission.

C. Special student

1. This classification is for a student not necessarily interested in teacher education and who does not plan to work toward a degree at this University. It is intended primarily for a local-area resident who may wish to take some courses for cultural value, to further personal interests, or for added preparation for his present vocation. It is intended also as a convenience to a local-area student attending college elsewhere who may wish to strengthen his program during the summer. It is not intended as a probationary period.
2. A special student may carry no more than six semester hours of work per semester, but may carry full-time work in the summer session. Registration in certain classes may be governed by the number of regular students enrolled.
3. Successful work in this classification does not necessarily assure the student of regular admission at some future date.
4. A student applying for this classification must present a statement of high school graduation, if no college work has been completed. If a student has registered in one or more colleges or universities, he must present a statement of good standing and classification from the last school attended.

D. Unclassified student

1. This classification is for a person presently engaged in the teaching profession or one who wishes to become certified to teach. It is intended to meet the needs of the individual who has had previous college work, but does not meet requirements for teacher certification. It is also intended to meet the needs of the individual engaged in the teaching profession who may wish to strengthen academic areas to better qualify for his position.
2. An unclassified student may carry a full load of class work.
3. A student applying for this classification must meet requirements 1 and 2 listed for "B" above (transfer student).

E. Graduate student

Refer to graduate catalog.

ORIENTATION DAYS

The purpose of orientation is to introduce new students to life on the campus. In 1963, these days are September 7-13 (Saturday-Friday). The program includes important lectures and discussions about college work, registration, and social events. Selected upper classmen and faculty members at the University will be with groups of new students to give important information.

All freshmen admitted to the University should report at 9 a.m. Monday, September 9, 1963.

REGISTRATION

Registration days for the first semester are September 10-12, 1963. The second semester registration takes place on January 28-30, 1964. In both semesters students register according to a published schedule.

Students may not register after September 23, 1963, for the first semester and February 10, 1964, for the second semester.

Costs and Living Accommodations

FEES

Each student must pay his registration fees when he registers. Textbooks are not issued to a student and he is not admitted to classes until his fees are paid. These fees are subject to change since action regarding them might be taken after publication of this catalog.

FEES FOR EACH SEMESTER—RESIDENTS OF ILLINOIS

For students who register for more than six semester hours

Registration fee	\$60.00
Activity fee	13.50
*Student Insurance	8.00
University Union fee	11.00
Recreational facilities fee.....	9.00
Textbook Service fee.....	8.00

\$109.50

For students who register for six semester hours or less

Registration fee per hour.....	\$ 9.00
Textbook Service fee.....	2.50
Activity, Student Insurance, University Union, and Recreational facilities fees are not charged.	

Auditors (taking courses without credit)

Registration fee per hour.....	\$ 9.00
The maximum charge (for more than six hours)....	60.00

OTHER FEES

The following are additional fees not applicable to each student each semester:

Graduation fee (Bachelor's degree).....	\$10.00
Late registration fee charged after scheduled registration days	3.00
Late examination fee.....	1.00
Locker and towel fee for students in physical educa- tion courses (\$2 refunded when padlock is re- turned)	3.00
Change of program fee (charged beginning Septem- ber 13, 1963, for the first semester and January 31, 1964, for the second semester).....	1.00
Outdoor Education fee.....	14.00

* This was the charge for the second semester of 1962-63. See details on page 15.

FEES FOR EACH SEMESTER—OUT-OF-STATE STUDENTS

Non-resident registration fee, for more than six semester hours	\$145.00
Non-resident registration fee, six semester hours or less, per hour.....	23.00

A student who is not a resident of Illinois pays the non-resident registration fee above. All other fees are the same for non-residents.

A student under 21 years of age is considered a non-resident if his parents are not legal residents of Illinois. A student over 21 years of age is considered a non-resident if he is not a legal resident of Illinois at the time of registration.

The Registrar is responsible for applying the out-of-state fees.

ACTIVITY FEE

The activity fee covers school activities and publications such as athletics, music, lecture, dramatic, forensic events, class dues, the school paper, and the school annual.

STUDENT HEALTH AND ACCIDENT INSURANCE

By action of the Teachers College Board, each student who enrolls at the University will be assessed a fee to cover a student hospital-medical-surgical policy. This policy will provide for all reasonable hospital expenses beginning with the first dollar and extending to a maximum of five hundred dollars, eighty per cent of any required surgeon's expense, and a major medical expense benefit of up to five thousand dollars for any one accident or period of sickness. The cost of this insurance for the second semester of 1962-1963 was \$8.00. The fee for 1963-1964 may be the same. The contract for furnishing this insurance is re-bid each year to provide coverage at the lowest possible cost to the student.

Coverage for a student's eligible dependents may be obtained at an additional cost.

Each student may exercise an option to continue this insurance during the summer months even though he may not be enrolled in the University.

REFUND

The registration, student insurance, and textbook service fees are refunded if a student officially withdraws from the University not later than the dates specified below for each semester. University Union, activity, and recreational facilities fees are not refunded.

No refund will be made to a student who officially withdraws after September 23, 1963, for the first semester and after February 10, 1964, for the second semester.

LIVING COSTS AND ACCOMMODATIONS

Inquiries regarding housing should be addressed to the Office of University Housing.

ON CAMPUS

Current room and board rates in residence halls for men and women range from \$365-\$385 per semester. The University provides all room equipment and linens. Personal towels and blankets are provided by the student.

Married student housing facilities include 74 one-bedroom and 22 two-bedroom unfurnished apartments. One-bedroom units rent for \$57 per month; two-bedroom units, \$68 per month.

The University reserves the right to increase current rates if necessary at the beginning of any semester or summer term with the understanding that adequate notice will be given.

OFF CAMPUS

A student not living at home or with relatives is required to secure University-approved housing in the Normal-Bloomington community. Lists of approved houses are maintained in the Office of University Housing. An undergraduate single student is not permitted to occupy an apartment unless this is approved in advance of occupancy by the Office of University Housing.

A rooming agreement defining the terms of rental is completed by each student and his householder when space is reserved in an approved off-campus home.

Rates for rooms range from \$6.50-\$9 per week. Meals, secured in the community, average \$17 per week. In some homes, cooking privileges are available.

ESTIMATED TOTAL EXPENSE

Since a high percentage of funds necessary to provide superior quality of education is available through state appropriation, the cost to the student attending the University is moderate. Total average yearly expenses for a student, including clothing and recreation, should not exceed \$1250. During the 1962-63 school year, over 70% of all students received some scholarship aid which reduced substantially the overall costs.

Scholarships and Financial Aids

STATE SCHOLARSHIPS

Study under a State Scholarship must be completed in a six-year period, and a leave of absence must be requested if the scholarship is not used in consecutive semesters.

THE STATE TEACHERS EDUCATION SCHOLARSHIPS are available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach. To be eligible, a student must rank in the upper one-half of his high school graduating class. A limited number of scholarships are available in each high school in Illinois. The scholarship may be used until he graduates, but not to exceed four years. A high school senior should ask his high school principal or counselor about this scholarship. This scholarship covers the Registration and Activity fees for each semester and summer session.

THE STATE TEACHER EDUCATION SCHOLARSHIPS FOR TEACHING HANDICAPPED CHILDREN are available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. There are 250 of these scholarships available each year. To be eligible, a student must be in the upper one-half of his high school graduating class. The scholarship may be used until he graduates, but not to exceed four years. A high school senior should ask his principal or his counselor about this scholarship. This scholarship covers the Registration and Activity fees for each semester and summer session.

THE STATE SCHOLARSHIP COMMISSION PROGRAM has made higher education available to a number of well-qualified high school graduates of Illinois. Examinations for these scholarships are given at designated places in the state. These scholarships are awarded to high school seniors on the basis of the examination and the student's high school record. The amount of the award is based on computed financial need. In cases where financial need does not exist, honorary awards are granted.

This scholarship may be used in the Illinois college or university of the student's choice. It is granted for one year. Each winner, after completing a satisfactory year in college, may renew his scholarship for three years or until he receives his bachelor's degree.

THE STATE SCHOLARSHIP COMMISSION "UPPER-CLASS" PROGRAM is available to sophomore, junior, and senior students who have been in residence at least two full semesters. The applicant must have graduated from an Illinois high school, must be a resident of the State of Illinois at the present time, and have at least a "C" grade average. The awards are based on the financial need of the student and a financial statement from the parents or guardian is required. Applications may be secured in the Office of Student Financial Aids after May 1 each year. The scholarship, if granted, is in the amount of full tuition and fees. Students who are holders of any other State Scholarship listed in this section are not eligible.

STATE MILITARY SCHOLARSHIPS. During any semester or summer session for which a veteran is not receiving Federal benefits, he may avail himself of the provisions of the State Military Scholarship Law, provided he has an honorable discharge and was a resident of the State of Illinois at the time he entered military service. These scholarships, which cover Registration and Activity fees for four years at the state supported universities only, are administered through the Office of Admissions and Records.

UNIVERSITY SCHOLARSHIPS

The University Financial Aids Committee administers some scholarships to worthy students in the fall and the spring of each academic year. To be eligible for this scholarship assistance, a student must have been in attendance at the University for one semester, have a 2.5 grade point average, demonstrate

financial need, and must submit two faculty recommendations of probable success in his teaching field. Applications for these scholarships may be obtained in the Office of Student Financial Aids between October 1 and October 15 and February 10 and February 25. These scholarships are as follows:

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS (Any Curriculum). These scholarships are available to students studying in any curriculum and are awarded for one school year. They range in value from \$50 to \$300 depending on the financial need of the recipient. These scholarships are granted during the fall semester.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS (Special Education). These scholarships are available to students studying in the area of special education and are awarded for a one year period of time. They range in value from \$50 to \$300 depending on the financial need of the recipient. These scholarships are granted during the fall semester.

THE GAILEY AWARDS are provided by the Watson Gailey Eye Foundation. There are two awards of \$180 each available to students pursuing work in sight saving.

THE RAYMOND W. FAIRCHILD MEMORIAL AWARD. This scholarship is given to an outstanding athlete and student upon the recommendation of the Athletic Board. The grant is made available through contributions of the many friends of Dr. Fairchild, President of Illinois State Normal University from 1933 until 1955.

THE BLOOMINGTON WOMAN'S CLUB AWARD. This scholarship for \$100 is granted to an upper-class woman and awarded during the fall semester.

THE RICHARD F. FEENEY SCHOLARSHIPS. These awards are available to junior or senior women with at least a "B" average. Funds for these awards are given to the University by Mr. and Mrs. Richard F. Feeney of Yorkville, Illinois.

THE JUNIOR WOMEN'S CLUB AWARDS. Several scholarships are available to students studying in the area of special education. The funds for these scholarships are given to the University by the Illinois Federation of Junior Women's Clubs.

THE CHICAGO WOMAN'S IDEAL CLUB SCHOLARSHIPS. These scholarships for \$180 are available to sophomore women every third year. The last grants were given in 1960. To be eligible, a student must have at least a "B" average. Recipients may re-apply for their junior and senior years.

THE COUNCIL FOR THE HANDICAPPED AWARD. Several \$1,000 scholarships are available to junior students in certain areas of special education who are interested in teaching in the south suburban area of Chicago.

THE ALUMNI AWARDS. These scholarships are given by the Illinois State Normal University Alumni Association. The number of awards granted and the amount of each may vary from year to year, depending upon the amount of money made available for student financial aid through the Foundation-Alumni Fund.

THE 17TH DISTRICT ILLINOIS FEDERATION OF WOMEN'S CLUB AWARD. A scholarship of \$100 is available to a student from one of the five counties in the 17th district—Ford, Livingston, Logan, McLean, and Woodford. In some years an additional \$100 award is available from each county.

DEPARTMENTAL AND OTHER SCHOLARSHIPS

A few scholarships are awarded through certain University academic departments, campus organizations, and individual donors. These scholarships are not awarded by the University Student Financial Aids Committee and application should be made directly to the person or group as indicated. The necessary requirements for consideration are determined by the separate organizational committees. These scholarships are as follows:

THE ART SCHOLARSHIPS, several of \$100 each, are available to entering freshmen in the Department of Art. They are awarded to talented high school seniors who need financial aid in beginning college careers. Applicants submit a portfolio of unframed original art work, a record of high school grades, and at least two letters of recommendation. One letter must be from an art teacher, principal, or guidance counselor. These scholarships are administered by the Art Department Scholarship Committee. Applications must be received by March 1 of the preceding school year.

THE INDUSTRIAL ARTS CLUB SCHOLARSHIP for one semester's fees is made available by the Industrial Arts Club to a junior or senior who has a first or second teaching field in the Department of Industrial Arts. He must be a member of the Club and have a grade point average of not less than 3.0 in his industrial arts courses and 2.0 in all other courses. This scholarship is administered by a joint committee of faculty and students elected by the Club. Application should be made to the Head of the Department of Industrial Arts.

THE JESSIE E. RAMBO AWARD of \$100 is made to a junior in the Department of Home Economics each year near the end of the second semester. This award, which covers school fees for the senior year, is made on the basis of scholarship, personality, evidence of leadership, participation in campus activities, and probable success in teaching home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Department of Home Economics of Illinois State Normal University. Students should apply to the Head of the Department of Home Economics.

ILLINOIS PRODUCTION CREDIT ASSOCIATION SCHOLARSHIP. A scholarship in the amount of \$150 is awarded each year to a student majoring in the Department of Agriculture. The award is based on academic excellence, financial need, and participation in departmental and University activities. Application should be directed to the Office of Student Financial Aids or the Head of the Department of Agriculture.

THE CHILDREN'S THEATRE SCHOLARSHIP, for \$100, is offered by The Children's Theatre of Normal, Illinois. It is awarded to a student chosen on the basis of worthiness, activity in dramatics, and financial need. Students should apply to the Director of the Children's Theatre.

THE LATHROP MEMORIAL AWARD, for \$140, is available to a senior who wishes to continue as a graduate student in the Department of Geography. The selection is made by the staff of the Department of Geography on the basis of scholarship, good character, evidence of interest in teaching geography, and financial need. The award is a memorial to Dr. Harry O. Lathrop for his outstanding contributions to the community, to the University, and to the field of geography. Application is made directly to the Head of the Department of Geography.

THE BLACKFRIAR AWARDS are presented each semester to four upperclass men. Applicants for these awards must have a scholastic average of "C" or better. The recipients are chosen by a committee comprised of three faculty members and three student Blackfriar members. The recipients are in no way obligated to the Blackfriar organization. Application is made directly to the Blackfriar organization.

THE LOWELL MASON AWARD of \$100 is presented in the spring to a deserving sophomore or junior in the Department of Music. It is designed to aid a student in music who has actively participated in campus and music organizations. A committee composed of the Head of the Department of Music, Faculty Adviser of the Lowell Mason Club, and a school administrator, selects the recipient from application letters received in the spring. Application should be made to the Head of the Department of Music.

THE ORCHESTRIS SCHOLARSHIP of \$100 is available to a student enrolled in dance education as a second field. Applicants must have been active in Orchestris for one year, have a "B" average in dance courses, and have junior or senior standing when the scholarship is used. The Orchestris Scholarship Committee of the Department of Health and Physical Education for Women will administer the scholarship and select the recipient. Application should be made to Head of the Department of Health and Physical Education for Women.

THE ERMA IMBODEN MEMORIAL AWARD is made each year to a student teacher in Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School. Applications should be made directly to the President of the Metcalf P.T.A. Association.

THE STELLA V. HENDERSON MEMORIAL AWARD is made available annually to a graduate student through the interest of Kappa Delta Epsilon, Kappa Delta Pi (both honorary education societies), and friends of Dr. Henderson, an alumna and faculty member of the University. Dr. Henderson's particular contribution was in the field of educational philosophy. Students should contact the faculty advisor of Kappa Delta Pi or the Dean of the University for further information.

THE FACULTY WOMEN'S CLUB SCHOLARSHIP, for \$100, is in honor of the men and women of Illinois State Normal University who served in World War II. It is awarded to an outstanding junior and is based on scholarship, character, and leadership qualities. Application should be made directly to the President of the Faculty Women's Club.

THE GOLDEN JUBILEE SCHOLARSHIPS of \$250 each are awarded to high school seniors who plan to prepare for teaching. These are made available by the Illinois Congress of Parents and Teachers. They are granted to persons with high scholastic standing, good health and

character, leadership ability, and a willingness to teach. One scholarship is given each of the 33 P.T.A. districts in Illinois and may be renewed each year for students who qualify. District P.T.A. committees select the recipients. High school seniors should ask their principals about these scholarships. Applications must be filed before March 15.

THE ALICE L. EBEL SCHOLARSHIP FUND. The purpose of this scholarship is to encourage undergraduate and graduate students to participate actively in political organizations. The selection will be made by a committee composed of the sponsors of the University political organizations and the campus representative of the Illinois Citizenship Clearing House. Applications should be made to Miss Alice L. Ebel.

LOAN FUNDS

THE STUDENT LOAN FUND is available to any University student, undergraduate or graduate. From this fund a student may borrow at a low rate of interest a sum not to exceed \$150. Information concerning this fund may be obtained from the Office of Student Financial Aids. Various philanthropic organizations and individuals have contributed to this loan fund over a period of years. The majority of the Loan funds have been made available through the efforts of the following organizations:

THE ANNIE LOUISE KELLER LOAN FUND. A fund in the amount of \$150 was raised by students and faculty as a memorial to Miss Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927.

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS FUND. The various State Parent and Teacher Associations have contributed over \$2,500 to the University Loan Fund to be used by needy students.

THE GLADYS WATTS MEMORIAL FUND. This fund was established in memorial of Gladys Watts, a former student at Illinois State Normal University.

THE C. C. BYERLY MEMORIAL FUND. This fund was contributed to the University by the Illinois Bookmen's Association.

THE FACULTY WOMEN'S CLUB FUND. This fund is available to women students who meet the standards required by the Club. No more than \$200 may be borrowed by each student. The Office of the Dean of Women will furnish information about loans from this fund.

THE FEDERAL STUDENT LOAN PROGRAM

The University provides financial assistance through participation in the National Defense Student Loan Program under Title II of the National Defense Education Act of 1958, Public Law 85-864. This program, nationwide in scope, provides loans to students under easy terms with special scholarship provisions for student borrowers who later enter public elementary and secondary teaching, and public school administrative careers. To be eligible for participation in this program, a beginning freshman must have ranked in the upper-half of his high school graduating class. Transfer students must be admitted to the University in good standing to be eligible. Students who have completed work at this University must have a grade point standing of 2.0 (C average). The amount of all scholarship loans is based on computed financial need. Further information concerning this program may be obtained from the Office of Student Financial Aids.

PART-TIME EMPLOYMENT

Many and varied job opportunities are available to students who wish to earn a part of their University expenses while enrolled in school. Part-time employees may earn from \$5 to \$20 a week depending on the student's academic ability and financial need. Further information about the University Student Employment Program may be obtained from the Office of Student Financial Aids.

Student Life

CULTURAL OPPORTUNITIES

The University feels a distinct responsibility in providing experiences which will add to the cultural growth of its students. In addition to its museum displays and the Carnegie Room for listening to classic recordings in Milner Library, provision is made for display of visiting art collections and student art works in the Centennial Building, Milner Library art gallery, and the University Union.

The Entertainment Board is designed to provide for enhancing this area of student life. The Board, composed of students and faculty members, brings to the campus each year the finest musicians, dancers, lecturers, and stage personalities. It also sponsors the Arts Theatre, featuring outstanding American and foreign film classics.

STUDENT ORGANIZATIONS AND ACTIVITIES

In its social functions the University encourages proper social usage and seeks to teach informally propriety and dignity within a democratic framework. Developed chiefly by students with faculty cooperation, the social and other interests of the student body find their outlet in many diversified activities and organizations. Participation in such activities is recognized and encouraged as a valuable part of a complete teacher-education program.

Since the founding of Illinois State Normal University, the formation of social fraternities and sororities of even a local nature has not entered the student life program. In the belief that it can function to better advantage and that more complete participation in the life of the University is possible without such organizations, the University maintains that it is not desirable to approve their establishment. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

STUDENT SENATE

The Student Senate is a representative body made up of students elected from each of the major departments of the University. The President, Vice-President, Secretary, and Treasurer of the Student Senate are elected by the student body. The functions of the Student Senate are to formulate plans for improving the conditions and character of student life and the formulation of recommendations to the administration. The Senate has the responsibility of recommending students for appointment to several student-faculty boards, and for sponsoring all-school elections.

UNIVERSITY UNION BOARD

The University Union Board is composed of eleven students, two faculty representatives, the Director of Alumni Relations, the Director of the University Union, and the President of the University. It functions as an advisory board in matters of policy related to the University Union and plans a recreational program for student participation.

UNIVERSITY CLUB

Every undergraduate man becomes a member of the University Club upon registration at the University. The club pledges itself to promote wholesome type of good fellowship among the men of the campus, to encourage men to come to the University, and to support worthy enterprises of the University, especially those in which men are interested. The organization sponsors a constructive program of social events on the campus.

ASSOCIATION OF WOMEN STUDENTS (WOMEN'S LEAGUE)

Every undergraduate woman student is a member of the Association of Women Students. Through its various committees, the Association makes it possible for women of the student body to function as a unified group. Everything that touches the life of women of the school is of interest to the Association. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

CLASS ORGANIZATIONS

Each of the four undergraduate classes is organized by popular election with a president, vice-president, secretary, and treasurer. Social and other class activities are directed by advisory boards under the leadership of elected officers. Traditional events include a Sophomore Cotillion and a Junior-Senior Prom.

RESIDENCE ORGANIZATIONS

All University residence halls are organized with elected student leaders and governing boards for the promotion of student self-government through legislative, judicial, and social activities. A women's House Presidents Board is organized under the auspices of the Association of Women Students to give representation in student affairs to women living off-campus.

STUDENT EDUCATION ASSOCIATION

The Student Education Association at this University, known as the McMurry Chapter, is a professional organization and a junior member of the National Education Association and the Illinois Education Association. It is a general professional organization between high school F.T.A. (Future Teachers of America) and full membership in parent professional organization. The

organization strives to train youth in professional and civic affairs and to promote and encourage the teaching profession. Members of the local chapter help in the organization of high school F.T.A.'s in Illinois. This group acts as a service group to the University helping in conference registration, guiding persons who visit the campus, and other similar services. Membership is open to all students.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

The National Association for the Advancement of Colored People was organized on our campus in 1955. It is an affiliate of a national organization whose main principle is one of improving human relations among all racial and religious groups.

RELIGIOUS ORGANIZATIONS

In the belief that a stable philosophy of life is essential to effective living and the work of its students, the University has encouraged both interdenominational and denominational student religious activities. Its Young Women's Christian Association, organized in 1872, was the first student Y.W.C.A. in the world.

Interdenominational organizations include:

- Inter-Varsity Christian Fellowship
- Young Women's Christian Association

Denominational organizations on campus include:

- Apostolic Christian Bible Class
- B'nai B'rith Hillel Organization
- Canterbury Club, for Episcopal students
- Channing-Murray Foundation for Unitarian students
- Christian Science Organization
- Deseret Club
- Evangelical United Brethren Fellowship
- Lutheran Student Organization, for all synods
- Newman Club, for Catholic students
- Southern Baptist Student Union

Religious foundations sponsored by Normal churches:

- Baptist Youth Center
- Disciples Student Fellowship (Christian)
- United Campus Christian Foundation (Presbyterian, Christian, Evangelical and Reformed, Congregational)
- Wesley Foundation (Methodist)

Local churches of several denominations have developed young people's activities centered around the college students of their denomination on the campus.

DEPARTMENTAL AND CAMPUS CLUBS AND HONORARY SOCIETIES

Most departments in the University sponsor departmental organizations for their students. For students who earn outstanding college records, many departments sponsor honorary societies. Some clubs have activities of interest to students from various departments.

Departmental and campus clubs include:

Art Club	Mathematics Club
Association for Childhood Education	Men's Physical Education Club
Business Education Club	Naturalist Club
Cloverleaf Collegiates 4-H Club	ODIGA (Geography)
Coryphees	Physical Science Club
English Club	Russian Club
Forensic Union	Science Club
French Club	Social Sciences Club
German Club	Special Education Club
Home Economics Club	Women's Physical Education Club
Industrial Arts Club	Young Democrats
La Estudiantina	Young Republicans
Latin Club	
Le Cerle Francais	
Lowell Mason Club (music)	
Maize Grange (agriculture, home economics, and others)	

Honorary Societies include

Alpha Beta Alpha — Library Science
 Alpha Phi Gamma — Journalism
 Alpha Phi Omega — Scouting
 Alpha Tau Alpha — Agriculture
 Gamma Theta Upsilon — Geography
 Iota Lambda Sigma — Industrial Arts
 Kappa Delta Epsilon — Education (for women)
 Kappa Delta Pi — Education
 Kappa Mu Epsilon — Mathematics
 Kappa Omicron Phi — Home Economics
 Pi Gamma Mu — Social Sciences
 Pi Kappa Delta — Forensics
 Pi Omega Pi — Business Education
 Sigma Tau Delta — English
 Theta Alpha Phi — Dramatics
 Theta Alpha Tau — Art

RECREATION AND SPORTS

A balanced program of athletics is prominent in the activity program of the University. With first emphasis on good sportsmanship, University teams have compiled good records in football, cross country, basketball, wrestling, swimming, gymnastics, track, golf, tennis, and baseball. Junior varsity schedules are arranged in football and basketball. "Redbird" teams play a full schedule of games with the other four members of the Interstate Intercollegiate Athletic Conference (Illinois and Michigan) and with a number of other Illinois and mid-western rivals.

In addition to its extensive intercollegiate program for men, the University carries out a broad intramural program for both men and women. A well-organized schedule of competition and adequate equipment attract large numbers of students to these programs.

Intramurals for women are sponsored by the Women's Recreation Association, a local chapter of a national organization. The WRA promotes friendly competition in team and individual sports among the various housing units and in many other ways encourages cooperative recreational activities for the physical, mental, and social development of all college women. For co-recreation, the club sponsors playnights, a square dance group, a swim club, and an outing club.

Other student organizations with recreational and sports interest include:

Coryphee's — pom pom dance group
 Gamma Phi — gymnastics
 Illinois State Rifles
 "N" Club — sports lettermen
 Orchesis — modern dance

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this fact, provides music organizations which will enrich the student's musical background and prepare the student to teach similar groups.

Concerts are presented by some of the musical organizations on the campus and in communities in this area. The Lowell Mason Club presents an operetta each year on the campus.

Music organizations include:

Circus Band	University Choir
Concert Band	University Male Chorus
Marching Band	University Symphony Orchestra
Men's Glee Club	University Women's Chorus
Treble Chorus	Varsity Pep Band

Membership in these organizations is open to all University students who can qualify.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the Orchestra and Band, and serve as laboratory hours for certain music courses.

SPEECH AND DRAMATIC ACTIVITIES

In addition to course work offered in the Department of Speech, emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League. Student orators compete annually for the medal offered to the best speaker in the public speaking division of the Edwards Medal Contest.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theater. Three major plays are presented each year, with participation open to all students of the University. A fourth major production is presented yearly in affiliation with the Children's Theater of Normal. University students are encouraged to work with the children in this production. Students may qualify for membership in Jesters, local dramatic organization, through extraclass dramatic activity and may accumulate points which qualify them for membership in Theta Alpha Phi, national honorary society.

The Blackfriar organization, composed of men students, produces an original dramatic show each year.

RADIO-TELEVISION FACILITIES

The University has both closed-circuit radio and television transmitting facilities. The student-operated radio station, WGLT, broadcasts to campus residence halls on an eight-hour daily schedule. Its main studio is in the Centennial Building, with an auxiliary studio in Cook Hall. In addition, daily campus news programs are carried over the two Bloomington-Normal radio stations, WJBC and WIOK. A weekly interview program is also broadcast over WJBC from the campus studios which are connected to the Bloomington station by direct telephone wire. The Centennial Building studio is utilized for radio courses offered by the Speech Department.

A closed-circuit television studio providing service to eight campus buildings is located in the Metcalf Building. This studio is used for multiple section teaching, educational observations, and student training in educational television.

Although only a limited number of students can be given employment as announcers, technicians, and cameramen, the closed-circuit radio service is a student-operated organization with voluntary opportunities available for students interested in all phases of radio broadcasting.

STUDENT PUBLICATIONS

The yearbook at the University is *The Index* and is published annually by a student staff.

The *Vidette*, a semi-weekly newspaper, is published by students in an attempt to present important campus news and to reflect student life.

Both student publications have received national recognition for high quality. Ample quarters, serving as laboratories for journalism, are provided for the staffs in the University Union. The editor and business manager are chosen by the Student Publications Committee. These, along with a faculty sponsor, appoint a staff of assisting editors. Those who are active on *The Index* and *Vidette* staffs are eligible for membership in Alpha Phi Gamma, honorary journalistic society.

Campus Cues is a handbook of useful information published annually for the benefit of new students by the University Club and Association of Women Students.

UNIVERSITY CODE OF STUDENT LIFE

The University assumes that all of its students will accept the responsibility of maintaining high standards of personal behavior. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this University, and the welfare of the teaching profession.

Any student who fails to meet these requirements may be asked to withdraw immediately from the University.

Regulations and policies governing student conduct, activities, and services are in the *Code of Student Life*, a handbook for all students. Students will be held responsible for familiarity with the University Code.

Student Services

PERSONNEL SERVICES

The term "Personnel Services" refers to the various services at the University which help students make the desired adjustment to their immediate and future needs. Various offices assist, but the offices of the student deans, residence halls, health, and psychological services are particularly designed to counsel with students.

In order to help new students make early and satisfactory adjustments to the academic and social life of the University, student leaders and faculty members serve as counselors. The student leaders and faculty members are carefully chosen from the departments in which the new student plans to specialize. Each new student will have several meetings, both individually and in small groups with these counselors, during the orientation days of the first week of school. Through a series of weekly meetings during the first semester the freshmen are given additional opportunities to effect an adequate adjustment to university life.

In the underclass women's residence halls, upperclass women, who have achieved outstanding success in their college careers, are invited as honor residents to assist residence counselors with the personnel services offered. Selected graduate students assist the residents of both men's and women's residence halls.

The Association of Women Students has a campus sister program whereby each freshman woman has an upperclass sister to help her with campus life.

HEALTH SERVICE

The Rachel Cooper Health Service is maintained by and is an integral part of Illinois State Normal University. Because good health is essential for success as a student or teacher, the Health Service is concerned directly with the promotion of good physical and mental health among University students.

The Rachel Cooper Health Service, located in Fairchild Hall, includes an infirmary of 24 beds. In addition to services which are educational or preventive in nature, the University physician is available for consultation during office hours regarding any health problems a student may have.

PSYCHOLOGICAL COUNSELING SERVICE

The Psychological Counseling Service, located in Fairchild Hall, is available to University students who need help to avoid, correct, or alleviate

difficulties of an academic or personal nature. In addition to providing counseling for students in the University, the Psychological Counseling Service provides training experiences for graduate students in the School Psychologist-Counselor curriculum.

HEARING LABORATORY

Service for students with impaired hearing is provided through the Hearing Laboratory in Fairchild Hall. The service includes hearing tests, lip reading, auditory training, and advice concerning hearing aids. Prospective speech correctionists and teachers of the deaf and hard of hearing participate in school hearing surveys, analysis of hearing deficiencies, training, and hearing aid selection procedures.

READING LABORATORY

The Reading Laboratory, located in Fairchild Hall, is available to analyze and diagnose reading difficulties of students and to recommend remedial measures. This Laboratory also is used to prepare prospective teachers to help learners who are retarded in oral and written forms of communication.

COLLEGE READING-STUDY CENTER

The College Reading-Study Center is open to all college students free of charge. A student may enter at any time.

Attention is given to developing speed in reading, increasing comprehension, skimming, vocabulary study, spelling, and building a more effective and less time-consuming program of study.

A student who wishes to enroll should make arrangements in Schroeder Hall 406.

SPEECH CLINIC

Students having speech deviations may receive counsel and/or therapy concerning these problems at the Speech Clinic which is located in Fairchild Hall. A student may be referred by the Department of Speech as a result of freshman speech checks or by a faculty member. The Speech Clinic serves primarily as a laboratory for student teachers in speech correction.

VETERANS SERVICES

The Director of Veterans' Services is located in the Office of the Dean of Men. His office advises veterans on the provisions established by the federal government. In order that the proper forms may be executed, the veteran should write to the Director of Veterans Services before he registers.

If federal government financial aid is not available to the veteran, he may use the State Military Scholarship for his University fees. The veteran

must have been a resident of Illinois when he entered military service. Evidence of such service must be presented to the office of Admissions and Records.

A veteran may receive University credit in hygiene and physical education if he has been in military service for at least one year. He must present a copy of his discharge form to the Office of Admissions and Records.

The University does not grant college credit for the completion of the college level General Educational Development examinations.

Certain dependents of deceased war veterans are also entitled to educational benefits from the Veterans Administration. If a student believes he or she may be entitled to such benefits, he should write to the Director of Veterans' Services soon after he is approved for admission to the University.

Academic Procedures and Regulations

GRADING SYSTEM

The grades with their value in grade points are as follows:

A	(Passing)	4 grade points per semester hour
B	(Passing)	3 grade points per semester hour
C	(Passing)	2 grade points per semester hour
D	(Passing)	1 grade point per semester hour
F, WF	(Failing)	0 grade points per semester hour
I	(Incomplete)	No grade points per semester hour
WX, WP	(Withdrawal)	No grade points per semester hour

A, B, C, or D will be recorded for work which has been given a passing grade.

F will be given to: (1) Students who withdraw from a course at any time without official permission; (2) Students who are in a course all semester but who fail to earn a passing mark.

GRADE POINT AVERAGE

In order to be eligible for a student teaching assignment and for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State Normal University. I, WX, and WP are not counted.

Failures which have not been cleared by repetition of the course are considered in the total number of semester hours taken in computing the grade point average. The following case illustrates the counting of grade points:

Course	Grade	Sem. Hrs.		Sem. Hrs.	
		Enrolled	Earned	Counted for	Grade
		In		Average	Points
Intro. to Political Science 105	D	3	3	3	3
General Psychology 111	C	3	3	3	6
Fundamentals of Speech 110	A	3	3	3	12
Applied Music 131	I	1	0	0	0
Elective	WP	1	0	0	0
Elective	B	3	3	3	9
Elective	F	2	0	2	0
Beginning Swimming 127	WF	1	0	1	0
		—	—	—	—
		17	12	15	30

The grade point average is computed by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0.

SCHOLASTIC HONORS

UNIVERSITY SCHOLASTIC HONORS

University scholastic honors are awarded each year at a Scholastic Honors Day Convocation in the spring to the 3% of the undergraduate student body having the highest grade point average. This applies to students who have earned at least 12 semester hours during each of the two semesters. Freshmen are eligible for these honors on their work of the first semester. Sophomore, junior, and senior honors are based on two semesters and intervening summer sessions, if the student attended during the summer.

DEAN'S LIST

This list, prepared each semester, is composed of students who completed 12 semester hours or more with all grades of B or better. These students are given honorable mention at the Scholastic Honors Day Convocation in spring.

HONORS AT COMMENCEMENT

Students who have an accumulated grade-point average of 3.80 to 4.00 are graduated with *High Honors*; those with an average of 3.65 to 3.79 are graduated with *Honors*. These students wear a shoulder loop as a part of their academic dress, and their names appear as honor students on the commencement program. In computing grade averages, all grades earned at this University are counted except those earned during the term in which graduation requirements are completed.

SPECIAL OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

Qualified students may receive college credit, or exemption from some course requirements, on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the Office of the Dean of the Faculty.

Certain approved high schools in Illinois offer college-level courses in mathematics. A student who completes these approved courses satisfactorily may receive a total of 5 semester hours of credit in College Algebra and Trigonometry.

Examinations taken in the Advanced Placement Program sponsored by the College Entrance Examination Board are also recognized. College credit will be given to those students who have passed one or more advanced placement examinations with grades of 5 (highest honors) or 4 (honors). As indicated below, credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program.

Advanced Placement

<i>Examination</i>	<i>Score Required</i>	<i>Credit or Exemption Allowed</i>
American History	5 or 4	History of the United States 135 and 136; total, 6 sem. hrs.
Biology	5 or 4	Introduction to Biological Science 100, General Zoology 190, and General Botany 121; total, 11 sem. hrs.
	3 or 2	Exemption, without credit, from Introduction to Biological Science 100, General Zoology 190, and General Botany 121.
Chemistry	5 or 4	General Chemistry 140 or Elementary Inorganic Chemistry 112 or General Chemistry 146; 5 sem. hrs.
	3	Consult Head of Department of Physical Sciences for possible exemption.
English	5	Language and Composition 101 and 102; total, 6 sem. hrs.
	4	Language and Composition 101; 3 sem. hrs.
	3	Exemption, without credit, from Language and Composition 101.
European History	5 or 4	History of Civilization and Culture 124, 3 sem. hrs.; or Modern World Civilization 128, 4 sem. hrs.
	3	Exemption, without credit, from History of Civilization and Culture 124 or Modern World Civilization 128.
Foreign Languages (French, German, Latin, Spanish)	5 or 4	Credit for 115 and 116 in the appropriate language. Maximum credit, 8 sem. hrs.
Mathematics	5	Analytic Geometry 112, Calculus 115 and 116; total, 12 sem. hrs.
	4	Analytic Geometry 112 and Calculus 115; total, 8 sem. hrs.
	3	Exemption, without credit, from Analytic Geometry 112.
Physics	5 or 4	Elementary Physics 157 or General Physics 170 or 180; 5 sem. hrs.
	3	Consult Head of Department of Physical Sciences for possible exemption.

A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

The total credit allowed through proficiency examinations and the Advanced Placement Program may not exceed sixteen semester hours.

SCHOLASTIC REQUIREMENTS

To remain in good standing scholastically, students must meet the following requirements:

1. On the cumulative record, students who have taken 1-29 semester hours, inclusive, may have nine fewer grade points than twice the number of hours taken; 30-44 hours, inclusive, six fewer points; 45-59 hours inclusive, three fewer points. Students who have taken 60 or more semester hours must have twice as many grade points as semester hours, or an average of 2.0 (C). I, WP, and WX are not counted. WF counts the same as F.

2. On the record of each semester, full-time students must earn a minimum of eight semester hours and 16 grade points. Students taking fewer than eight semester hours during a regular semester must earn passing grades in all courses.

3. For the eight-week summer session, the student must earn passing grades in three semester hours and nine grade points if six or more semester hours are taken.

For less than six semester hours in the eight-week session, the post session, and extension courses, the requirement is a passing grade.

SCHOLASTIC PROBATION

Students who fail to meet the above requirements are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are not permitted to continue their studies at Illinois State Normal University until reinstated by the Dean of the Faculty who serves as chairman of the Reinstatement Committee. After the second probation, students are ordinarily expected to wait one year before requesting that reinstatement be considered by the committee.

MIDSEMESTER REPORTS

At the end of nine weeks, faculty members report to the Dean of the Faculty all students who are doing unsatisfactory work. These reports serve as a guide to counsel students regarding problems in their courses. Through this guidance, the student is aided in improving his academic work.

REPETITION OF COURSES

If a student receives an F (failure) in a course, he should repeat it as soon as possible if it is required for graduation.

When a failure is repeated, the last grade only is counted for the grade point average.

A student may wish to repeat a course in which he has received a passing grade. In this case, the highest grade only will be counted for the grade point average.

The Dean of the Faculty must give permission to repeat a course more than once.

Courses must be repeated at this University when repeating a failure or to raise the grade point average. Grades earned at other schools may not be used to replace grades earned at this University.

SELECTIVE RETENTION OF STUDENTS

In recognition of responsibilities to the schools in which its graduates may teach, the University maintains a program of selective retention of candidates for the teaching profession. This program is designed to operate in such a way that no candidate is recommended for a student teaching assignment or for certification unless he has good character, sound mental and physical health, academic competence in general education and in his teaching fields, and professional competence.

WITHDRAWALS

WX, WP, or WF will be given to students who have received official permission to withdraw from a course. WX is given if the student withdraws before the quality of the work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if failing. Official permission to withdraw from a course will not be given after the fourteenth week of a semester or after the sixth week of a summer session. Final dates for official withdrawals during the 1963-1964 school year are December 13, 1963, for the first semester; May 8, 1964, for the second semester; and July 24, 1964, for the 1964 summer session. In a case involving prolonged illness, a student may be permitted to withdraw at a later date if such withdrawal is recommended as a health measure by the University Health Service.

Official permission to withdraw from a course or from the University is given only by the Dean of the Faculty. After the period during which program changes are made, a student must have a conference with the instructor of any course from which he is planning to withdraw. This conference must be held prior to the granting of official permission to withdraw from a course. All students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. Employed students who wish to make changes in their programs should also confer with the Dean of Women or the Dean of Men before reporting to the Office of the Dean of the Faculty. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the Faculty explaining the situation will be sufficient, provided textbooks and the library card are returned.

If a student withdraws from a class or from the University during the semester without arranging officially with the Dean of the Faculty, his withdrawal will be considered unofficial after three weeks of absence, or by the close of the semester (whichever is the shorter period of time), unless a justifiable reason for extension of time is accepted by the Dean of the Faculty.

INCOMPLETES

An I (incomplete) will be given to a student who is doing passing work but who, because of illness or other justifiable reasons, finds it impossible to complete the work by the end of the semester or session. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or session a student is in school and must be cleared before one year has elapsed.

STUDENT PROGRAM OF COURSES

Heads of departments and directors of divisions are the academic counselors, and they help students in planning their programs of courses.

Freshmen plan their programs of courses during orientation days, before registration. A definite time is set for this procedure.

Students in attendance plan their programs during the previous semester.

Before planning his program, a student who is employed secures a class schedule permit from the Student Financial Aids Office.

SCHEDULE OF CLASSES

The schedule of classes, prepared by the Dean of the Faculty, is available during the previous semester, so that the student can plan his program of courses in advance.

In both semesters, the school day consists of 50-minute periods from 8:00 a.m. to 7:50 p.m. Monday through Friday, and from 8:00 a.m. to 12 noon on Saturday. Each class period begins on the hour. Day classes usually meet as many times as the semester hours offered for the course. Courses with laboratory work meet for double periods for the laboratory part.

Beginning at 4:00 p.m., there are also late afternoon and evening classes meeting for only one weekly session, lengthened to the proper time. There are also Saturday morning classes in one session. These classes are for day students as well as teachers.

A full-time student is in class approximately 17 periods per week.

CLASS LOAD

A student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. Permission from the Dean of the

Faculty must be obtained by a student who desires to carry more than 17 hours. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his first semester.

A person who holds a full-time position may not take more than six semester hours of work per semester.

A student must have the permission of the Dean of the Faculty to take any work, including extension or correspondence study, at another college or university at the same time as he is taking work here.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. The cause for any absence, whether illness or other cause, for even a single class, should be reported to the Dean of Women or the Dean of Men. In case of justifiable absence, opportunity to make up work missed may be granted by the instructor at his discretion. Students who have been absent because of a contagious disease must report to the University Physician before returning to class. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places responsibility squarely upon the student. Such attendance regulations are designed to develop growth on the part of the student, assuming that success in his class studies is his major concern in college.

CLASSIFICATION OF STUDENTS

Students in the curricula leading to the bachelor's degrees are classified as freshmen, sophomores, juniors and seniors. A student must have completed 30 semester hours to be classified as a sophomore; 60, as a junior; and 90, as a senior.

An unclassified student is in teacher education, but not working toward a bachelor's degree at the University.

A special student is not in teacher education. A special student may carry no more than six semester hours during the first or second semester, but may carry a full program of courses during the summer session.

Any full-time student must follow a regular teacher-preparatory curriculum sequence.

AUDITOR

A student may register as auditor in a class or classes if facilities are available. An auditor does not participate in the activity of the class. He merely listens. To register, an auditor obtains a card from the office of the Registrar which must be signed by the instructor. The auditor fee is shown in the section on costs. Students who are registered for more than six hours for credit may audit courses free of charge.

TRANSFER TO ANOTHER CURRICULUM

If a student wishes to transfer to another curriculum or change his first field, he should report to the office of the Registrar for this procedure.

COURSE CHANGES

These are made in the office of the Dean of the Faculty. No changes are permitted after September 23, 1963, for the first semester and after February 10, 1964, for the second semester. A fee of \$1 is charged for each course change not required by the University after September 12, 1963, for the first semester and January 30, 1964, for the second semester.

Professional Laboratory Experiences

The program of professional laboratory experiences at Illinois State Normal University includes experiences such as observation, participation, studies of individual pupils, a limited amount of research, as well as student teaching both on and off the campus. Although professional laboratory experiences are, for the most part, undergraduate activities, some are provided at the graduate level.

EXPERIENCES PRIOR TO AND FOLLOWING STUDENT TEACHING

Professional laboratory experiences in which the students engage prior to student teaching are an integral part of specific college courses. Some laboratory experiences are provided in the two campus laboratory schools: Metcalf Elementary School and University High School.

The Metcalf Elementary School includes kindergartens for four-year olds and five-year olds as well as two rooms of each grade, one through eight. Special instruction is also provided for children who are physically handicapped, mentally retarded, visually impaired, deaf and hard of hearing, and for children in need of speech correction.

Opportunity to work with youth of high school age is provided in the University High School. It has an enrollment of about 400 students and is accredited by the North Central Association of Colleges and Secondary Schools. The program of studies at University High School is broad. It provides opportunities for youth who have many and varied interests and needs. The program of co-curricular activities provides opportunity for individual growth and development as well as for social needs.

These laboratory schools give all college students opportunity to work with both teachers and pupils from kindergarten through high school, to engage in observation and participation, to make studies of individual pupils, and to do a limited amount of research.

Professional laboratory experiences following student teaching include activities in which the student desires to do additional study or experiences which are recommended by his college instructors or supervising teacher for the student's growth and understanding.

STUDENT TEACHING

REQUIREMENT FOR STUDENT TEACHING

One semester of work in residence or its equivalent is required as a prerequisite for student teaching, except in Special Education for which eight semester hours of residence credit is required.

Student teaching is an integral part of the sequence of work in professional education. The student becomes eligible for student teaching when the courses which precede it in sequence have been satisfactorily completed.

A student must have earned 90 semester hours of credit before an assignment in student teaching will be made.

To be eligible for student teaching a student must have earned at least twice as many grade points as semester hours in work taken at Illinois State Normal University.

A student on probation is not eligible for student teaching.

A student in the high school or the junior high school curriculum must have a C average in courses in the fields in which he will do student teaching.

A student in the high school curriculum will be expected to do student teaching in his first and second teaching fields unless he has a comprehensive teaching field.

To be assigned to student teaching, a student must secure a statement from the University Health Service indicating that he is physically qualified to meet the requirements of a regularly certified teacher.

A student will be required to be in good mental health to be admitted to student teaching and to complete his student teaching assignment.

Before a student is assigned to student teaching, he must have met all speech usage requirements as determined by the Department of Speech. The student may be required to demonstrate satisfactory proficiency in other areas specified by the University.

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit. The number of semester hours of student teaching required for graduation varies according to the curriculum.

A student enrolled in the curriculum in Special Education will teach both in a regular elementary classroom and in a special class in the field of his area of specialization. A minimum of 200 clock hours in actual clinical work is required in the area of Speech Correction.

Requirements concerning student teaching apply to summer student teaching as well as to student teaching engaged in during the regular school year. The requirements for student teaching apply also to that done off the campus.

An application for student teaching for a given semester or summer session must be filed with the Director of the Division of Professional Laboratory Experiences by the date indicated in the University calendar.

ASSIGNMENT TO STUDENT TEACHING

The University maintains programs of student teaching both on the campus and off the campus.

Student teaching on the campus is provided in the campus laboratory schools during the regular school year and summer session.

Student teaching off the campus is provided in schools located away from the campus and selected by the University.

Student teachers are assigned only to classrooms which have regularly employed full-time teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student may not earn academic credit and financial income for a single teaching experience.

The usual plan of off-campus student teaching is for each student to be assigned to a school in a community for a period of nine weeks during which he does full-time student teaching. The student becomes a member of the school staff and of the community in which he is working and living. Each student participates in community and co-curricular activities as well as teaching experiences.

To be assigned to student teaching, the student must be approved by the head of the department or the director of the division in which the student is to do student teaching.

Student teaching assignments are made by the heads of departments and directors of divisions in cooperation with the Director of Professional Laboratory Experiences who is responsible for procedures involved in student teaching.

A student who is pregnant will be assigned to student teaching only if it is believed that the birth will take place at least two months after the completion of the student teaching assignment. Assignments to student teaching of students who are pregnant will be made by the Director of Professional Laboratory Experiences following recommendation of the University physician.

Students who have had experience and who have shown a high standard of achievement in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of Professional Laboratory Experiences, upon recommendation of the supervising teacher and head of department or director of division involved, may require additional work in student teaching. Student teaching must be continued until competency has been attained.

Student teaching assignments are to begin and end according to the University calendar.

Graduation

DEGREES AWARDED

A student who meets the requirements for graduation may receive one of the following degrees: Bachelor of Science in Education, Bachelor of Arts, or Bachelor of Science. All three degrees lead to certification for teaching. The requirements are summarized below:

1. To qualify for the degree of Bachelor of Science in Education, a student must meet the requirements in general education, professional education, and teaching-field preparation.

2. To qualify for the degree of Bachelor of Arts, a student must meet the requirements in general education, professional education, and teaching-field preparation. A candidate for this degree must have earned 32 semester hours in the humanities and the social sciences. In addition, he must have completed three semesters of study, or its equivalent, in a foreign language at the college level. In all cases, however, at least one semester of foreign language must be taken in college.

3. To qualify for the degree of Bachelor of Science, a student must meet the requirements in general education, professional education, and teaching-field preparation.

When a student applies for graduation, he must indicate which degree he seeks.

COMMENCEMENT DATES

Commencement is held twice each year, in June at the end of the second semester, and in August at the end of the eight-week summer session.

Presence at commencement is required of all candidates for graduation. Permission for absence must be received from the Dean of the Undergraduate School if the student cannot be present.

Students who complete work for graduation after the close of the eight-week summer session receive their degrees at the following June commencement.

REQUIREMENTS FOR GRADUATION

Meeting graduation requirements is the student's own responsibility, and he should continually check his program of courses against graduation requirements.

For students in continuous attendance during each academic year, the requirements for graduation will be those specified in the catalog for the year the student enters the University. If attendance is not continuous any new requirements must be met, but credits earned in meeting requirements of an old program will apply in a revised program if the student continues in the curriculum originally chosen. In all instances, the University may adjust graduation requirements to insure that each graduate meets course requirements for an Illinois Teaching Certificate.

During the early part of the student's senior year, he is informed by the Registrar of his final degree requirements.

Each student should apply for graduation on the date specified on the registration instructions and in the University calendar. The \$10 graduation fee must be paid when application is made, unless this fee is covered by a State Scholarship.

Specific course requirements are shown in the sections *Curricula of the University* and *Departments and Course Offerings*.

The following are requirements which apply to all students:

1. The semester hours must be a minimum of 128. Some curricula or combinations of fields require more.

2. The senior college hours (courses numbered 200 or more) must total 43.

3. The grade point average must be 2.0 (C).

4. Each I (incomplete) must be removed six weeks before the June commencement and two weeks before the August commencement.

5. The residence requirement is as follows: one-half of the last two years and the last course must be completed with this University (campus and extension). At least 32 semester hours (of all work for graduation) must be completed on campus.

6. Each student must pass the examination on the constitutions of the United States and State of Illinois, and proper use of the American flag. The examination must be taken at the University. This examination is given by the University about six times during the calendar year. The registration instructions for each semester and eight-week summer session show dates of this examination for that semester or session. This examination should be taken before the student's last semester.

7. A student may not present for graduation more than 32 semester hours by extension and correspondence, of which no more than 16 semester hours may be by correspondence.

8. Not more than 6 semester hours of workshop credit may be applied toward graduation.

After Graduation

TEACHERS' CERTIFICATES

Each student who graduates from the University with a bachelor's degree is eligible for one or more teaching certificates in the State of Illinois.

Upon the completion of all requirements for his degree, the student receives from the Office of Admissions and Records entitlement cards for his Illinois Teaching Certificate.

Information concerning the requirements for certificates to teach in Illinois may be obtained from the Bureau of Appointments and the Office of Admissions and Records. County superintendents of schools are also able to give information about requirements for teaching certificates.

BUREAU OF APPOINTMENTS

The Bureau of Appointments is maintained by the University for the purpose of aiding employing officials in the schools of the state to find qualified teachers for their openings.

In addition, the Bureau renders service to students and alumni of ISNU by offering them information concerning availability of positions; giving them all instruction possible relative to effective ways of applying for positions and maintaining good professional ethics; and giving them other information that will be helpful in securing positions and being successful teachers.

ALUMNI RELATIONS

Through the Alumni Office, the Alumni Association, and 33 ISNU Clubs, former students maintain contacts with one another and the University. The Alumni Office keeps records of over 16,000 alumni on file and also serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the Publicity Office, goes to all graduates three times a year.

The *Alumni Quarterly* is published four times each year and serves as the organ of the Alumni Association. The Association plans Founders' Day, class reunions, the annual alumni luncheon at commencement, campus student activities, many Homecoming events, and administers the ISNU Foundation-Alumni Fund.

ISNU Clubs have been organized in St. Petersburg, Florida; Cleveland, Ohio; Southern California; Northern California; Washington-Oregon; Phoenix, Arizona; and the Pacific Northwest. Twenty-seven clubs in Illinois represent 36 counties of the state.

Related Services

FIELD SERVICES

Since Illinois State Normal University is state-supported and committed to the improvement of public education within the state, it provides facilities and the services of staff members to meet various off-campus professional needs of schools and their communities. The use of the existing services at Illinois State Normal University is directed through various offices. Summaries of these services and specific directions for securing the use of them are in a University bulletin entitled *Field Services* which may be secured by writing to the Division of University Extension and Field services. Information concerning speakers may be secured by contacting this same office.

EXTENSION COURSES

Extension courses, workshops, and clinics are designed to help administrators and teachers to grow professionally and to improve the services that they can render to children under their supervision, to the schools they represent, and to the communities where they are working. Both graduate and undergraduate courses are offered. Extension courses and workshops are available each semester and during two three-week summer sessions. These courses are listed in this Undergraduate Catalog and the Graduate Catalog. With few exceptions, courses give the same amount of credit by extension as is given for the courses when they are taught on campus. Most classes will require 16 sessions. The length of each session may vary with the amount of credit. The registration fee is \$9 per semester hour of credit. An Extension Bulletin is published before each session to give information concerning the particular centers and courses available. Inquiries concerning extension work should be sent to the Division of University Extension and Field Services. Correspondence courses are not offered by this school.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

The University offers a number of courses on the campus during the late afternoons and evenings, and on Saturdays during the regular school year. These courses may be used to apply toward the Bachelor's or Master's degree. These courses give residence credit, since they are offered on campus.

THE SUMMER SESSIONS

The University provides a summer session of eight weeks, a three-week post session, short courses, and workshops. About one-half of the attendance

is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may plan to take the same type of work as that secured during the regular year. Student teaching facilities are available for those who qualify for such work.

The number of hours which may be earned by undergraduate students in the eight-week summer session is nine semester hours of credit, the equivalent of the credit for one-half of a semester. Graduate students are limited to eight semester hours.

The Summer Session Bulletin issued each year may be secured by writing to the Director of the Summer Session. This bulletin shows courses; cost of attendance; special attractions during the summer including conferences, workshops, exhibits; and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

THE GRADUATE SCHOOL

A complete catalog of information on the Graduate School is available and may be obtained by writing to the Office of Admissions and Records. This bulletin contains information on admission procedure, fees, assistantships and scholarships, curricula, courses and graduation requirements.

Work in the Graduate School is available during the regular school year and during summer sessions.

Graduate courses are numbered in the 300's and 400's. This Undergraduate Catalog contains courses numbered in the 300's, since they may be taken by juniors and seniors and applied toward a bachelor's degree.

UNIVERSITY PUBLICATIONS

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This 24 page magazine is distributed to members of the Alumni Association.

The Illinois State Normal University *News Letter* is a six-page folder distributed free of cost to all graduates of the University three times each year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The Illinois State Normal University Bulletin is published six times each year. Four issues are the *Undergraduate Catalog*, the *Summer Bulletin*, *Summer Short Courses and Educational Workshops* and the *Graduate Catalog*. The other two issues are used, as occasion demands, for special activities of the University.

Teacher Education is published four times each year as a field service journal of the University and is made available to administrators, teachers, and others interested in the various levels of education.

THE UNIVERSITY FOUNDATION

The Illinois State Normal University Foundation is a non-profit corporation, organized under the laws of the state of Illinois. Its purposes are wholly charitable and educational. The objectives are to assist in developing and increasing the facilities of Illinois State Normal University in order that they may make possible broader educational opportunities for students, alumni, and citizens of Illinois. The foundation is also to render service by encouraging gifts of property, works of art, historical papers, documents, museum specimens, other material having educational, artistic, or historical value, and money for scholarships and other University activities.

Other details of the purposes and operation of the Foundation are available through its constitution and by-laws, copies of which may be obtained from the President of the University.

The Curricula of the University

In order to qualify for a bachelor's degree, a student must complete curricular requirements in three areas: General Education, Professional Education, and Teaching Fields. These are outlined below as A, B, and C.

Although *general education* receives most emphasis during the first two years, a student may begin some study in his *teaching fields* and in *professional education* during the first year. As a student progresses through his four-year program, more emphasis is placed on specialized preparation in the teaching fields and professional education.

A. GENERAL EDUCATION

Each student must complete 52 semester hours in courses designated as *general education*. The 52 semester hours are distributed in five groups as follows:

Group I HUMANITIES AND COMMUNICATIONS 15 sem. hrs.

English 101, Language and Composition, 3 sem. hrs.

English 102, Language and Composition, 3 sem. hrs.

English 103, Literature and Composition, 2 sem. hrs. or English 104, Introduction to Literature, 3 sem. hrs.

A student should register in English each semester until the requirement has been met.

A student may be eligible, on the basis of a satisfactory score on the English placement examination, to elect a year of foreign language in place of English 101.

Speech, 3 sem. hrs.

Art	} 4 sem. hrs. in one or more of these areas
Music	
*Foreign Languages	

Group II HUMANITIES AND SOCIAL SCIENCES 13 sem. hrs.

European history, 4 sem. hrs.

United States history, 3 sem. hrs.

Economics	} 6 sem. hrs. in two of these three areas
Political Science	
Sociology and Anthropology	

* A student must complete both semesters of the first year of foreign language to receive credit.

<i>Group III</i>	NATURAL SCIENCES	9 sem. hrs.
Biological Science Geography (Earth Science) Physical Science	} 9 sem. hrs. in one or more of these three areas	

<i>Group IV</i>	PERSONAL AND SOCIAL DEVELOPMENT	9 sem. hrs.
General Psychology 111, 3 sem. hrs.		
Physical Education, 4 sem. hrs.		
For this requirement, the student chooses from courses numbered 101 through 149 in the Department of Health and Physical Education.		
Hygiene, 2 sem. hrs.		

<i>Group V</i>	ELECTIVES	6 sem. hrs.
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These may be chosen from the *general education courses* in any department, but no more than 3 sem. hrs. of these may be in the student's first or second field.

Each student must complete a minimum of four semester hours in mathematics unless he meets one of the following bases for exemption:

1. Completion of three units of high school mathematics excluding general mathematics.
2. Achievement of a satisfactory score on the mathematics section of the American College Test.
3. Demonstration of proficiency by an examination administered by the University.

Courses which have been approved for use in meeting the 52-hour general education requirements are identified in a list preceding the course descriptions in the departments offering general education courses.

A student preparing for high school teaching meets general education requirements in areas represented by his teaching fields. For example, a student with a first field in art need not take the four semester hours or Art, Music, or Foreign Language specified in Group I.

B. PROFESSIONAL EDUCATION

Each student must complete one of the following sequences according to his curriculum. These courses are in the Department of Education and Psychology.

ELEMENTARY SCHOOL	Sem. Hrs.	JUNIOR HIGH SCHOOL	Sem. Hrs.
Intro. to Elementary Teaching 101..	3	Child Growth & Development 102...	3
Child Growth & Development 102...	3	Reading Methods 103.....	3
Reading Methods 103.....	3	Psychology of Adolescence 201.....	2
Elementary Curriculum 202, 203, 204.	4	American Public Education 215.....	3
Problems of the Teacher 205.....	3	Upper Grade—Junior-High Education	
Intro. to Philosophy of Education 231	3	204	4
Student Teaching 399.....	8	Intro. to Philosophy of Education 231.	3
	—	Student Teaching 399.....	8
Total required	27	Education or Psychology Elective... 2	—

Total required 28

HIGH SCHOOL	Sem. Hrs.	SPECIAL EDUCATION	Sem. Hrs.
Educational Psychology 115.....	3	Intro. to Special Education 145....	3
American Public Education 215.....	3	Child Growth & Development 102...	3
Secondary Education 216.....	4	Reading Methods 103.....	3
Intro. to Philosophy of Education 231.	3	*Elementary Curriculum 202, 203,	
Student Teaching 399.....	10	204	4
Education or Psychology Elective... 1	—	Mental Hygiene 232.....	3
	—	Psychological Measurement 331.....	3
Total required	24	Psych. of Exceptional Children 346..	2
		Problems of the Teacher 205.....	3
		Intro. to Philosophy of Education 231.	3
		Student Teaching 399.....	8
			—

Total required 35

* Not required for Speech Correction.

C. TEACHING-FIELD PREPARATION

In addition to general education and professional education, a student is required to complete requirements for one of the following fields:

- Elementary School Teaching, see pages 51-52.
- Junior High School Teaching, see pages 52-53.
- High School Teaching, see pages 53-54.
- Special Education—one of seven areas, see pages 55-57.

ELEMENTARY SCHOOL TEACHING

	SPECIAL REQUIREMENTS	Sem. Hrs.
Art 101 and 102, Art Activities for Elementary Schools.....		5
English 170, Literature for the Elementary School.....		3
English 271 or 272, Literature for Lower or Upper Grades.....		3
Geography 135, Geography of Peoples of the World.....		3
Health and Physical Education 222 or 223, Physical Education for Lower or Upper Grades.....		2
Mathematics 101, Basic Concepts of Arithmetic.....		3
Mathematics 201, Arithmetic for the Elementary Grades.....		2
Music Elective		2
Music 277, Music Education for the Elementary Grades.....		3
Natural Sciences (Biological, Geography, or Physical) Electives.....		5
Speech Elective		3
Electives		15
Total		49

GENERAL REQUIREMENTS AND RECOMMENDATIONS

Each student is required to take at least one course in each of the following areas: Biological Science, Geography (Earth Science), Physical Science. At least one of these courses must be a laboratory course.

In order to meet certification requirements, each student must plan to have at least 12 semester hours in "Fine and Applied Arts," defined as "art, music, and not more than 6 semester hours of literature."

In addition to the requirements noted above, students planning to teach in grades 7 and 8 shall select at least 2 semester hours of Mathematics, and students planning to teach within grades 5 and 8 shall select at least 3 semester hours in Social Science and 3 hours in Geography.

It is recommended that students planning to teach in middle and upper grades use available elective hours in the following areas. English, Social Science, Geography, Mathematics, and Natural Science (Biological Science, Geography, Physical Science).

It is recommended that students planning to teach in kindergarten or primary grades use available elective hours in Social Science, Art, Music, Speech, and Advanced Reading Methods.

A student may use electives in Art, Foreign Languages (French, Spanish), Health and Physical Education, Library, Music, and Speech Arts if he wishes to prepare for the position of consultant or resource person in these areas.

ELECTIVES

The following courses are suggestions for electives in the Elementary School Teaching Field:

Art 100, 105, 116, 118, 124, 126, 127, 140, 150, 201, 202, 204, 206, 261, 370
 Biological Sciences—*Biology* 201, 202, 203; *Botany* 122, 123; *Health* 248
 Education and Psychology—*Education* 207, 240, 241, 299, 301; *Psychology* 201, 231, 331
 English 145, 165, 219, 234, 243, 247, 251, 273, 286
 Foreign Languages—*French* 111, 112, 115, 116, 203, and student teaching in French if preparing as a resource person in French; *Spanish* 111, 112, 115, 116, 203, and student teaching in Spanish if preparing as a resource person in Spanish.
 Geography 125, 130, 215, 220, 230, 240, 250, 255, 260
 Health and Physical Education 160, 162, 172, 174, 180, 280, 361
 Library 112, 216, 252, 253, 254
 Mathematics 107, 108, 110, 112, 202, 220
 Music 101, 102, 103, 104, 121, 122, 126, 135, 170, 171, 201, 208, 235, 377
 Physical Sciences 110, 156, 225, 325
 Social Sciences—*Economics* 171, 272; *History (World)* 123, 220, 224; *History (United States)* 135, 136, 231, 232, 234, 236, 238, 292, 295; *Political Science* 150, 151, 252, 255; *Sociology—Anthropology* 181, 261, 262, 264, 282, 381
 Speech 123, 131, 132, 141, 212, 232, 233, 242, 261, 280

JUNIOR HIGH SCHOOL TEACHING

SPECIFIC REQUIREMENTS

	Sem. Hrs.
English electives	9
Geography electives	6
Health and Physical Education 224, Physical Education for Junior High Schools	2
Mathematics electives	7
Natural Sciences electives	7
Social Sciences elective	3
*Electives	14
Total	48

One of the Natural Science courses must be a laboratory course.

In order to meet graduation and certification requirements, each student must plan to have at least 12 semester hours in "Fine and Applied Arts," defined as "art, music and not more than 6 semester hours of literature."

ELECTIVES

The following courses are suggested for electives in the Junior High School Teaching Field:

Art 100, 101, 102, 105, 113, 116, 118, 124, 126, 127, 132, 140, 155, 156, 161, 162, 201, 202, 204, 211, 327, 370
 Biological Sciences—*Biology* 201, 202, 203; *Botany* 122, 123; *Zoology* 191, 192

* Each student must complete at least six semester hours in art and music. Part of this may be completed in General Education, Group I.

Education and Psychology—*Education* 207, 240, 241, 299, 301; *Psychology* 231, 331
 English 110, 130, 213, 214, 215, 216, 217, 218, 219, 220, 222, 224, 243, 247, 251, 272, 273, 296, 297
 Geography 125, 130, 215, 220, 230, 240, 250, 255, 260
 Health and Physical Education 120, 121, 122, 150, 160, 162, 180, 242, 341, 361
 Library 112, 170, 213, 216, 252, 253
 Mathematics 107, 108, 110, 112, 202, 220
 Music 101-104, 121, 122, 126, 127, 135, 151, 152, 156, 170, 201, 202, 237, 252, 253, 254, 255, 277
 Physical Sciences 111, 112, 325
 Social Sciences—*Economics* 171; *History (World)* 123, 220, 223, 224, 229; *History (United States)* 135, 136, 232, 236, 238, 239, 292; *Political Science* 150, 151, 252, 254, 255; *Sociology—Anthropology* 181, 261, 262, 263, 264, 282, 381
 Speech 123, 125, 133, 134, 141, 232, 242, 324

HIGH SCHOOL TEACHING

Each student must complete a first teaching field (or major) in one department and a second (or minor) field in another department. As indicated below, however, some departments offer comprehensive fields in addition to first and second fields. A second (or minor) field is not required when the student completes a comprehensive field.

The specific requirements for first, comprehensive, and second fields in each department are shown in the section on *Departments and Course Offerings*, before each department's listing of courses.

Following are the areas in which first, comprehensive, and second fields are offered:

***Agriculture**

***Art**

***Biological Sciences (Botany and Zoology)**

***Business Education**

English (including Journalism)

French (see Foreign Languages)

****General Science (see Biological Sciences, Geography, or Physical Sciences Departments)**

Geography (including Geology)

German (see Foreign Languages)

Health and Physical Education

For Men

***For Women (including Dance Education)**

***Home Economics**

***Industrial Arts (including Safety and Driver Education)**

Latin (see Foreign Languages)


****Library**

Mathematics

***Music**

* A comprehensive field is offered, in addition to first and second fields.

** Only second field is offered.

- *Physical Sciences (Chemistry and Physics) 
- **Psychology (see Education and Psychology Department)
Russian (see Foreign Languages)
- *Social Sciences (Economics, History, Political Science, Sociology and
Anthropology)
Spanish (see Foreign Languages)
Speech

* A comprehensive field is offered, in addition to first and second fields.

** Only second field is offered.

SPECIAL EDUCATION

The total hours required for graduation depend on the area chosen and the choice of courses. At least 128 semester hours must be completed, and the student may choose electives to meet this requirement if required courses do not fulfill it.

	Sem. Hrs.
DEAF AND HARD OF HEARING	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Education 353, Education of the Deaf.....	2
Education 354, Speech for the Deaf.....	3
Education 355, Language and School Subjects for the Deaf.....	3
Education 399, Student Teaching.....	5
English 170 or Library 214 or Library 216.....	3
Geography Elective	3
Health and Physical Education 222, 223, or 224.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 215, Speech Correction.....	3
Speech 311, Phonetics.....	3
Speech 350, Audiometry and Hearing Aid Selection.....	2
Speech 351, Lip Reading and Auditory Training.....	2
Speech 352, Clinical Practice in Lip Reading and Auditory Training.....	2
Speech 356, Conservation of Hearing.....	2
Speech 372, Anatomy and Physiology of Hearing and of Speech.....	2

	Sem. Hrs.
MALADJUSTED	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Art or Music Elective.....	2
Biological Sciences— <i>Zoology</i> 181, Functional Anatomy.....	4
Biological Sciences Elective.....	2
Education 301, Laboratory Reading Methods.....	3
Psychology 201, Psychology of Adolescence.....	2
Psychology 345, Casework in Behavior Problems.....	2
English 170 or Library 214 or Library 216.....	3
Health and Physical Education 222, 223, or 224.....	2
Mathematics Electives	5
Social Sciences— <i>Sociology</i> 261, The Community.....	3
Social Sciences— <i>Sociology</i> 262, The Family.....	3
Social Sciences— <i>Sociology</i> 263, Social Disorganization.....	2
Speech 212, Speech Correction for Classroom Teachers.....	3

	Sem. Hrs.
MENTALLY RETARDED	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Education 301, Laboratory Reading Methods.....	3
Education 346, Education for the Mentally Retarded.....	2
Psychology 348, Mental Retardation.....	3
English 170 or Library 214 or Library 216.....	3
Geography Elective	3
Health and Physical Education 222, 223, or 224.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

	Sem. Hrs.
PHYSICALLY HANDICAPPED	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Biological Sciences— <i>Zoology</i> 381, Applied Human Anatomy.....	4
Biological Sciences— <i>Zoology</i> 385, Physical Defects—Survey and Rehabilitation	3
Education 301, Laboratory Reading Methods.....	3
Education 349, Education of the Physically Handicapped.....	2
English 170 or Library 214 or Library 216.....	3
Geography Electives	5
Health and Physical Education 222, 223, or 224.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

SPEECH CORRECTION

In this area, a student will be required to take more than 128 semester hours in order to qualify for the elementary teaching certificate. The student should consult the Director of the Division of Special Education for suggestions for these requirements.

	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Education 301, Laboratory Reading Methods.....	3
Speech 112, Public Speaking.....	3
Speech 114, Voice and Articulation.....	3
Speech 215, Speech Correction.....	3
Speech 311, Phonetics.....	3
Speech 318, Clinical Procedures in Speech Correction.....	3
Speech 319, Speech Pathology.....	5
Speech 350, Audiometry and Hearing Aid Selection.....	2
Speech 351, Lip Reading and Auditory Training.....	2
Speech 356, Conservation of Hearing.....	2
Speech 371, Speech Science.....	2
Speech 372, Anatomy and Physiology of Hearing and of Speech.....	2

Sem.
Hrs.

VISUALLY IMPAIRED

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Biological Sciences— <i>Zoology</i> 382, The Eye—A Laboratory and Clinical Study	2
Business Education 112, Typewriting or Elective.....	2
Education 301, Laboratory Reading Methods.....	3
Education 350, Education of the Partially Seeing.....	2
English 170 or Library 214 or Library 216.....	3
Geography Electives	5
Health and Physical Education 222, 223, or 224.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives.....	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

Sem.
Hrs.

VISUALLY IMPAIRED (BLIND)

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Biological Sciences— <i>Zoology</i> 382, The Eye—A Laboratory and Clinical Study	2
Business Education 112, Typewriting or Elective.....	2
Education 301, Laboratory Reading Methods.....	3
Education 351, Education of the Blind.....	3
Education 352, Braille Reading and Writing.....	2
English 170 or Library 214 or Library 216.....	3
Geography Elective	3
Health and Physical Education 222, 223, or 224.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

Departments and Course Offerings

SEMESTER PLAN

The University operates on the semester plan. The value of courses is, therefore, in terms of semester hours. A semester hour is assigned for a fifty-minute period of lecture or recitation for a semester of 18 weeks. For laboratory, two fifty-minute periods are necessary for a semester hour.

COURSE NUMBERING SYSTEM

- 100-199 Junior college (lower division) courses for freshmen and sophomores.
- 200-299 Senior college (upper division) courses for juniors and seniors. A student must have 60 semester hours to take courses at this level.
- 300-399 Advanced undergraduate and graduate courses. Courses at this level are open to juniors, seniors, and graduate students.
- 400-499 Graduate courses. For further information concerning graduate courses, consult the annual Graduate Catalog.

This *Undergraduate Catalog* contains courses numbered 100-399. The *Graduate Catalog* contains courses numbered 300-499.

TEACHING STAFF

The members of the teaching staff of each department are listed in the departmental sections which follow. Supervising teachers in the University High School are listed with the departments of their teaching fields.

For a listing of the classroom supervising teachers in the Metcalf Elementary School see page 145. Other supervising teachers in the Metcalf Elementary School are listed in the departments of their teaching fields.

AGRICULTURE

TEACHING STAFF

Head of the Department: Harvey S. Woods. Office: North Hall 104.

Professors: Harvey S. Woods, Orville L. Young.

Associate Professor: Kenneth E. James.

Assistant Professors: Alfred A. Culver, Thomas J. Douglass, John W. Green, Clarence L. Moore.

COMPREHENSIVE VOCATIONAL FIELD REQUIREMENTS IN AGRICULTURE

A second teaching field is not necessary with this vocational field. A student who completes this comprehensive field is not required to take the following courses which are ordinarily required in the curriculum for high school teachers: Education 231, education or psychology elective. The State Board of Vocational Education will certify graduates who complete this field for teaching in approved Smith-Hughes agriculture programs.

The following courses are required: Agriculture 105, 108, 111, 115, 116, 118, 121, 125, 128, 135, 208, 213, 214, 216, 219, 225, 227, 229, 232, 234, 238; Biological Sciences 121; Geography 175; Physical Sciences 112, 113.

FIRST FIELD (non-vocational) REQUIREMENTS IN AGRICULTURE

Courses in Agriculture must total 35 semester hours. The following specific courses are required: 111, 115, 116, 118, 121, 125, 135, 208, 213 or 232, 225 or 227 or 228, 229.

SECOND FIELD (non-vocational) REQUIREMENTS IN AGRICULTURE

Courses in Agriculture must total 20 semester hours. The following specific courses are required: 115, 116, 121, 135, 229.

COURSES IN AGRICULTURE

105 *Genetics* 3 sem. hrs.

Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.

108 *Introduction to Agricultural Education* 2 sem. hrs.

Brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agriculture education.

111 *Introductory Agricultural Economics* 3 sem. hrs.

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

115 *Livestock Management* 3 sem. hrs.

Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.

116 *Livestock Feeding Principles* 3 sem. hrs.

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

118 *Introduction to Dairying* 3 sem. hrs.

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria, casein, and adulterants.

121 *Crops* 4 sem. hrs.

Methods of planting, cultivating, and harvesting the common cereal and grain crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains. Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.

125 *Orcharding* 2 sem. hrs.

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing, and marketing of deciduous fruits. Principles and practices involved in commercial and home plantings of blackberries, raspberries, strawberries, and other small fruits. Planning and care of the home orchard emphasized.

128 *Home Vegetable Gardening* 2 sem. hrs.

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, and harvesting and storing of vegetables. Field practices are stressed.

134 *Elementary Landscape Architecture* 2 sem. hrs.

Selection and arrangement of flowering plants, shrubs, trees, and vines for proper decoration of farmstead, home, and school grounds; disease and pest control; cultivating, fertilizing and pruning; fundamental principles of design and types of plans. Special values of evergreens considered.

135 *Farm Shop Work* 3 sem. hrs.

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

141 *Introductory Beekeeping* 2 sem. hrs.

Fundamental facts of bee behavior, development and structure of honeybees, management for production of honey and beeswax and relation of beekeeping to horticulture and other fields of agriculture; location of apiary, assembling of equipment, and care of honey for the market.

201 *Problems in Agriculture* 3 sem. hrs.

Orientation in project work, 4-H Club, F.F.A., Rural Youth, Grange and Farm Bureau. Studies in cooperative marketing, land use, fertilizers, erosion control, hybrid corn and other crops, breeds of livestock, feeds and farm management. Particularly for teachers in service from villages and unit-district schools.

202 *Hay and Seed Quality* 3 sem. hrs.

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. Prerequisite: Agriculture 121.

208 *Soils* 5 sem. hrs.

Origin, formation and classification of soils; soil treatment and management practices; laboratory practice in texture; acidity, plasticity, shrinkage and types. Prerequisite: Geography 175 and one course in Chemistry.

212 *Agricultural Economics* 3 sem. hrs.

Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213 *Farm Management* 3 sem. hrs.

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214 *Marketing Agricultural Products* 2 sem. hrs.

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agriculture credit facilities.

216 *Farm Accounting* 2 sem. hrs.

Application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

219 *Economic Dairy Problems* 2 sem. hrs.

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. Prerequisite: Agriculture 118.

220 *Dairy Cattle Breeding* 3 sem. hrs.

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. Prerequisite: Agriculture 118.

225 *Pork Production* 3 sem. hrs.

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing.

227 *Beef Production* 3 sem. hrs.

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.

228 *Poultry Management* 4 sem. hrs.

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.

229 *Livestock Judging* 2 sem. hrs.

Fundamentals of livestock judging and its relation to production, marketing, and showing, individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. Prerequisite: Agriculture 115.

230 *Farm Meats* 2 sem hrs.

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

232 *Farm Machinery and Tractors* 3 sem. hrs.

Design, construction, purchase, adjustment, operation, maintenance, and repair of field machinery and tractors. Not open to students who have completed Agriculture 231.

233 *Poultry Breeding, Judging, and Exhibiting* 3 sem. hrs.

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. Prerequisite: Agriculture 228.

234 Soil and Water Conservation; Farm Structures 3 sem. hrs.

Drainage, soil erosion control and water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.

235 Advanced Soil and Water Conservation 3 sem. hrs.

Advanced work and practice in the principles of planning, constructing, and adapting soil conservation, water conservation, and drainage practices for Illinois farms, and the application of surveying to these principles. Prerequisite: Agriculture 234.

238 Evening and Part-Time Schools 3 sem. hrs.

Work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

ANTHROPOLOGY

(See Social Sciences)

ART

TEACHING STAFF

Head of the Department: F. Louis Hoover. Office: Centennial Building, West 203.

Professors: F. Louis Hoover, Ruth M. Freyberger.

Associate Professor: Stanley G. Wold.

Assistant Professors: George Barford, Frank Bedogne, W. Douglas Hartley, Mary E. McMullan, Stephen Magada, Hovak Najarian, Joseph N. Natale, Alice R. Ogle, Mary P. Walker, Lysbeth Wallace, John H. Wesle, James L. Wozniak.

Instructors: William R. Lidh, Barry E. Moore, Edwin E. Niemi, Thomas L. Ruud, C. Louis Steinburg.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Art: 100, 150, 155, 156, 370.

FIRST FIELD REQUIREMENTS IN ART

This field may require more than 128 semester hours for graduation, depending on the choice of a second field.

A senior exhibition which must meet the approval of the art staff is required.

Courses in Art must total 50 semester hours. The following specific courses are required: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 161, 201, 202, 203, 204, and 261 or 262.

COMPREHENSIVE FIELD REQUIREMENTS IN ART

A second teaching field is not necessary with the comprehensive field.

A senior exhibition which must meet the approval of the art staff is required.

Courses in Art must total 60 semester hours. However, certain courses outside the Department may be included when approved by the Head of the Department of Art.

The following specific courses in Art are required: 103, 104, 109, 110, 113, 114, 124, 126, 127, 132, 155, 156, 161, 201, 202, 203, 204, 261, 262, 370.

SECOND FIELD REQUIREMENTS IN ART

Courses in Art must total 22 semester hours. The following specific courses are required: 103, 104, 113, 126, 150, 201, 202 or 203, 204. Art 204 must be taken concurrently with Art 202 or 203.

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

COURSES IN ART

100 *Introductory Art Workshop* 2 sem. hrs.

Opportunity to work with a variety of materials in such areas as drawing, painting, printmaking, sculpture, and crafts.

101 *Art Activities for Elementary Schools* 2 sem. hrs.

The nature of the child at different stages of his growth in terms of his creative expression. Practical experience with a variety of materials and techniques suitable for the elementary school including design principles, lettering, signs and posters, scrap material projects and the use of crayons, clay and printing techniques.

102 *Art Activities for Elementary Schools* 3 sem. hrs.

Continuation of Art 101 including experimentation in drawing and painting, sculpture, cut and torn paper, bulletin board arrangement, the making of masks and murals.

103 *Visual Elements* 2 sem. hrs.

Fundamentals of two-dimensional design including color theory and principles of composition.

104 *Basic Drawing* 2 sem. hrs.

Practice in drawing using a variety of materials including pencil, crayon, brush, pen and ink.

105 *Teaching Art in the Junior High School* 2 sem. hrs.

A specific study of the art program needed by children in the junior high school. Social and physiological needs and their effects on the young adolescent. To train the student in skills and techniques suitable for this age group. Prerequisite: Art 101 and 102.

108 *Structural Design* 2 sem. hrs.

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made. Field trips to study local buildings with fine design and interiors.

109 Basic Materials 2 sem. hrs.

Workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.

110 Basic Materials 2 sem. hrs.

Workshop class using the same materials as those in Art 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials.

111 Art Fundamentals 3 sem. hrs.

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique. Primarily for students in Home Economics.

113 Life Drawing and Modeling 3 sem. hrs.

Anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, and pen and ink.

114 Life Composition 3 sem. hrs.

Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing. Prerequisite: Art 113.

116 Puppetry 2 sem. hrs.

Brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.

118 Landscape Composition and Sketching 3 sem. hrs. Summer only

Recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

124 Introduction to Jewelry 2 sem. hrs.

Fundamental processes in the crafting of precious and semi-precious metals. Exploration of processes suitable for teaching jewelry in the public schools such as stone setting, surface treatments, cutting, forming and finishing.

126 Lettering and Layout 2 sem. hrs.

Historical and technical development of letter forms. Studio work with pen, brush and mechanical letter styles. Basic principles of advertising layout and printing processes as used in school publications. Prerequisite: Art 101, 103 or 111.

127 Pottery 2 sem. hrs.

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

132 Sculpture 2 sem. hrs.

Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.

140 Weaving 3 sem. hrs.

Introduction to various weaving techniques with emphasis on a creative approach in the use of color and texture. Experimental work in rugs, wall hangings, tapestries, drapery and upholstery incorporating the use of cotton, linen, wool, synthetic yarns and indigenous fibers, reeds and grasses. Also an introduction to the use of a wide variety of looms and equipment.

150 Art for Contemporary Living 2 sem. hrs.

Contemporary art forms and their relationship to everyday living. Attention given to the application of art principles in the selection of home furnishings, appliances, and other useful articles. Students who have had the former Art 107 may not take this course for credit.

155 *History of Art* 3 sem. hrs.

Development of art from prehistoric times to the Renaissance.

156 *History of Art* 3 sem. hrs.

Development of art beginning with the Renaissance to World War I.

161 *Experimental Painting* 2 sem. hrs.

Experimental work with a variety of transparent and opaque water base painting media.

162 *Experimental Painting* 2 sem. hrs.

Continued experiments in water base painting media; based upon individual interests. Prerequisite: Art 161.

200 *Art Materials for Elementary Schools* 3 sem. hrs.

The significance of the art experience at different stages in the growth and development of children. Practical experience in working with art materials suitable for the elementary level, such as crayon and chalk techniques, manuscript lettering, clay, cut and torn paper, scrap material projects, drawing and painting. For transfer students of junior standing and teachers in the field. Students who have had Art 101 and/or 102 may not take this course for credit.

201 *Crafts for Elementary Schools* 3 sem. hrs.

Simple crafts suitable for the elementary level such as weaving, simple jewelry, stitchery, enameling, hand puppets and printing techniques. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. Prerequisite: Art 101 or 103.

202 *Teaching Art in Elementary Schools* 2 sem. hrs.

Principles for establishing a creative art program in an elementary school. Planning of art work as an integral part of the experiences of the child at various levels.

203 *Teaching Art in the High School* 2 sem. hrs.

The development of art curricula to meet the needs of high school students. Problems of teaching and administering the school art program. Adapting the art program to large or small high schools and integrating it with other subject matter and extra-curricular activities.

204 *Junior Participation in Art* 1 sem. hr.

Observation and participation in teaching art at the elementary or secondary levels. This course must be taken concurrently with either Art 202 or 203.

206 *The Art Resource Person* 1 sem. hr.

Role of art resource person in developing an art program at the elementary school level. Learning how to plan and work with other school personnel; providing appropriate art instructional materials for elementary classroom teachers. Prerequisite: 10 semester hours in Art.

207 *Art for Exceptional Children* 3 sem. hrs.

Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. For students in Special Education. Students who have had Art 201 may not take this course for credit. Prerequisite: Art 101.

211 *Crafts for Secondary Schools* 3 sem. hrs.

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. Prerequisite: Art 103 or 111.

213, 214, 215 *Life Drawing* 1 sem. hr. each (Formerly 120, 121, 122)

Practice in drawing the human figure. Prerequisite: Art 114.

224 *Jewelry* 2 sem. hrs.

Advanced problems in three-dimensional design: additional techniques in shaping, forming, casting and finishing precious metals. Studio experience in jewelry, silversmithing, cutting and setting of semi-precious stones. Emphasis placed upon craftsmanship and growth in design sensitivity. Prerequisite: Art 124.

226 *Lettering and Layout* 2 sem. hrs. (Formerly 266)

Advanced problems in lettering and layout with emphasis upon school publications. Prerequisite: Art 126.

227 *Ceramics* 2 sem. hrs. (Formerly 377)

Advanced problems in ceramic design. Prerequisite: Art 127.

232 *Sculpture* 3 sem. hrs. (Formerly 347)

Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. Prerequisite: Art 132.

240 *Weaving* 3 sem. hrs.

Advanced work in various weaving techniques with an emphasis on finished work of aesthetic and functional values. Prerequisite: Art 140.

245 *Printmaking* 2 sem. hrs.

Introduction to printmaking techniques including lithography, intaglio, and wood cuts.

261 *Water-Color Painting* 3 sem. hrs. (Formerly 233)

Painting from still life, models, and landscape with special problems in color and composition. Use is made of the various water-color painting techniques in producing original compositions expressive of the experiences of the individual student. Prerequisite: Art 161 and 162.

262 *Oil Painting* 3 sem. hrs. (Formerly 236)

Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting. Prerequisite: Art 161 and 162.

321 *Philosophy of Art Education* 3 sem. hrs.

The role of art in society and the historic development of art education in public schools. Emphasis upon the development of a personal philosophy of the role of art in the democratic society.

324 *Advanced Jewelry and Silversmithing* 2-6 sem. hrs.

Special problems in jewelry and silversmithing. May be repeated. Prerequisite: Art 224.

327 *Advanced Ceramics* 2-6 sem. hrs.

Special problems in ceramics. May be repeated. Prerequisite: Art 227.

331 *Advanced Drawing* 1-3 sem. hrs.

Special problems in drawing. May be repeated. Prerequisite: Art 114.

332 *Advanced Sculpture* 2-6 sem. hrs.

Special problems in sculpture. May be repeated. Prerequisite: Art 232.

340 *Advanced Weaving* 2-6 sem. hrs.

Special problems in weaving. May be repeated. Prerequisite: Art 240.

345 *Advanced Graphics* 2-6 sem. hrs.

Special problems in graphic arts. May be repeated. Prerequisite: Art 245.

361 *Advanced Painting* 2-6 sem. hrs.

Special problems in painting. May be repeated. Prerequisite: Art 262.

370 *Contemporary Art* 2 sem. hrs. (Formerly 327)

Development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

375 Renaissance Art 3 sem. hrs.

(Formerly 419)

General influence determining the art product in Italy, Germany, Holland, England and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

381 Art in the United States 3 sem. hrs.

A survey of the development of painting, sculpture, industrial design, and architecture in the United States with an emphasis upon twentieth-century trends.

BIOLOGICAL SCIENCES

TEACHING STAFF

Head of the Department: R. Omar Rilett. Office: Science Building, 206.

Professors: Walter H. Brown, Eleanor Dilks, Dorothy E. Fensholt, Nina E. Gray, J. Louis Martens, E. Ione Rhymer, Donald T. Ries, R. Omar Rilett, Edwin R. Willis.

Associate Professors: Hisao Arai, Dale E. Birkenholz, Paul F. Doolin, Howard R. Hetzel, J. Alan Holman, Loren W. Mentzer, Andreas Paloumpis, Robert D. Weigel.

Assistant Professors: John R. Carlock, John K. Ellis, John L. Frehn, Dennis N. Homan, Harry O. Jackson, C. Ward Kischer, Anthony E. Liberta, Edward L. Mockford, Harold A. Moore, Harry D. Rounds.

Instructor: Frank A. Fraembs.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in the Biological Sciences: 100, 121, 122, 123, 181, 182, 190, 191, 192, 260, 291. For group V, Biological Sciences 102 may be used. Biological Sciences 145 is required in group IV.

FIRST FIELD REQUIREMENTS IN THE BIOLOGICAL SCIENCES

Courses in the Biological Sciences must total 37 semester hours. The following specific courses are required: 121, 190, 216, 217, 304, 319. Each student must have a minimum of 8 semester hours of laboratory courses in botany and 8 semester hours of laboratory courses in zoology.

COMPREHENSIVE FIELD REQUIREMENTS IN THE BIOLOGICAL SCIENCES

A second teaching field is not necessary with the comprehensive field. Courses in the Biological Sciences must total 53 semester hours, including 121, 190, 216, 217, 304, and 319. Each student choosing this teaching field must complete a minimum of 8 semester hours of laboratory courses in botany, 8 semester hours of laboratory courses in zoology, and an additional 12 semester hours of study in courses numbered 200 or higher.

SECOND FIELD REQUIREMENTS IN THE BIOLOGICAL SCIENCES

Courses in the Biological Sciences must total 24 semester hours. The following specific courses are required: 121; 190; and at least 8 semester hours selected from 122, 123, 191, 192, 216, 217, 319.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first field in the Biological Sciences may elect this second field by taking the following 22 semester hours: Geography 105, 110, 175; Physical Sciences 112, 170, 171.

SECOND FIELD REQUIREMENTS IN HEALTH EDUCATION

The following 27 semester hours are required: Biological Sciences 191 and 192, or 181 and 182; 248; 260; 240 or 340; 284; 285; Home Economics 106 or Industrial Arts 272.

FIRST FIELD REQUIREMENTS IN HEALTH EDUCATION

Students who have a first field in the Biological Sciences or Health and Physical Education may complete this field by taking the following courses, in addition to those required for a second field in Health Education: Biological Sciences 242, 382; Education 102; 202 or 203 or 204; Psychology 201, 232; Health and Physical Education 180; Home Economics 212; Social Sciences 261, 262.

COURSES IN THE BIOLOGICAL SCIENCES

Courses are listed under five topics: Biology, Botany, Health, Microbiology, Zoology.

BIOLOGY

100 *Introduction to Biological Science* 3 sem. hrs. (Formerly 101)

Basic principles and subject matter of biology. Lecture. Not designed for students with a first or second field in the Biological Sciences. Students who have had a laboratory course in Biology may not take this course for credit.

102 *Field Study in Marine Biology* 2 sem. hrs. (Formerly 120)

Collecting, identifying, and studying marine specimens of the coastal areas of Florida and the West Indies. Laboratory work in a marine biological station as well as further laboratory work on campus.

201 *Field Biology* 3 sem. hrs. (Formerly 206)

Ecology and taxonomy of plants and animals as they occur in nature. Lecture, laboratory, and field study. Prerequisite: Any course in Biological Sciences except 145 or 248.

202 *Natural Science* 3 sem. hrs. (Formerly 219)

For students in elementary school teaching. Insects, Illinois rocks and minerals, and simple experiments in physical sciences suitable for use in the elementary classroom. Preparation of two basic collections suitable for elementary teaching is required. Students who have had Biological Sciences 204 may not take this course for credit.

203 *Natural Science* 2 sem. hrs. (Formerly 220)

For students in elementary school teaching. Conservation, plant and animal improvement, representative plant families, and practical use of biological and physical sciences materials in elementary teaching. Students who have had Biological Sciences 204 may not take this course for credit.

204 *Natural Science* 4 sem. hrs.

A combination of Natural Science 202 and 203 designed for students in a program of outdoor education. Students who have had Natural Science 202 or 203 may not take this course for credit.

216 *General Physiology* 4 sem. hrs.

Chemical and physical aspects of life processes. Lecture and laboratory. Prerequisite: Biological Sciences 121 and 190, and a course in Chemistry.

217 *General Physiology* 4 sem. hrs.

Chemical and physical aspects of life processes. Lecture and laboratory. Prerequisite: Biological Sciences 216.

300 and 301 *Readings in the Biological Sciences* Each 1 sem. hr.

(Formerly 400 and 401)

Required of all graduate students in the Biological Sciences.

302 *History of Biology* 3 sem. hrs.

An intensive survey of great personalities of biology emphasizing their contributions to the advancement of science. Lecture.

303 *Teaching of Science in the Elementary Schools* 3 sem. hrs.

(Formerly 403)

Present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels. Lecture and laboratory.

304 *Seminar in Biology* 1 sem. hr.

(Formerly 420)

Participation each semester by all seniors and graduate students in the Department is recommended. Credit is given only for the first semester of participation. Staff, guest speakers, and graduate students will discuss their research at these seminars.

305 *Special Problems in Biology* 1-3 sem. hrs.

(Formerly 421)

Special work in a variety of fields including biometry, mycology, algae, herpetology, ichthyology, mammalogy, radiation biology, genetics, ecology, and microtechnique. Assignments depend on student's interest and background. Projects must be approved by the instructor and the Head of the Department.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off the campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

318 *Laboratory Techniques* 2 sem. hrs.

Procedures for the preparation of biological materials of all kinds. Preparation of microscope slides, embedding in plastic, plastic injections, nerve preparations, and the building of models are undertaken. Lecture and laboratory.

319 *Genetics and Evolution* 4 sem. hrs.

(Formerly 321)

Mechanics of inheritance and evolution in the plant and animal kingdoms. Prerequisite: 12 semester hours of courses with laboratory in Biological Sciences.

BOTANY**121 *General Botany* 4 sem. hrs.**

(Formerly 112)

Principles of plant structure, growth, physiology, and reproduction; the evolution, distribution, taxonomy and phylogeny of plants. Lecture and laboratory.

- 122 *Comparative Botany* 4 sem. hrs. (Formerly 131)
Morphological and taxonomic study of the Thallophytes and Bryophytes. Lecture and laboratory. Prerequisite: Biological Sciences 121.
- 123 *Comparative Botany* 4 sem. hrs. (Formerly 132)
External form and internal structure of the vascular plants. Field work, plant identification, and ecological factors are also included. Lecture and laboratory. Prerequisite: Biological Sciences 121.
- 320 *Plant Pathology* 4 sem. hrs. (Formerly 523)
Taxonomy and life cycles of the fungi causing plant diseases. A study of recent literature in phytopathology is included. Lecture and laboratory.
- 331 *Plant Taxonomy I—Seed Plants* 4 sem. hrs.
Plant classification with emphasis on the taxa of higher plants. Lecture and laboratory.
- 332 *Plant Taxonomy II—Lower Plants* 4 sem. hrs.
Classification of plants, excluding the seed plants. Lecture and laboratory.
- 333 *Comparative Plant Morphology* 4 sem. hrs.
Survey of the plant kingdom from the standpoint of comparative morphology as illustrated by selected plant types, with particular emphasis on evolutionary tendencies. Lecture and laboratory.

HEALTH

- 145 *Hygiene* 2 sem. hrs. (Formerly 105)
Factors determining health, with special consideration given to the principles and practices of health promotion. Lecture.
- 240 *Modern Health Problems and Procedures* 3 sem. hrs.
Interpretation of personal health and group health problems. To acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing. Prerequisite: Biological Sciences 248.
- 242 *Community Public Health* 2 sem. hrs.
Its relation to school, home, and community. Principles of epidemiology, isolation techniques, and community health in general. To meet the needs of health educators, supervisors, and administrators. Prerequisite: One year's work in laboratory science.
- 248 *School Health* 2 sem. hrs. (Formerly 238)
Teaching and supervision of school health in grade schools including the prevention and control of disease in the community. Lecture only. Prerequisite: Biological Sciences 145.
- 259 *Health Education Center* 1-6 sem. hrs.
Instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. Prerequisite: Teaching experience or Biological Sciences 248.
- 340 *Administration of School Health* 3 sem. hrs. (Formerly 412)
Administration and organization of school health education programs. Lecture.

MICROBIOLOGY

- 160 *Elementary Bacteriology* 4 sem. hrs. (Formerly 115)
Bacteria, yeasts, and molds; morphology, ecology, and principal activities as related to nursing, public health, communicable disease and sanitation. Lecture and laboratory. Prerequisite: Concurrent registration as student nurse.

260 *Introductory Bacteriology* 4 sem. hrs. (Formerly 211)

Fundamental concepts and techniques of bacteriology; isolation, cultivation and observation of bacteria, yeasts, and molds; morphology, physiology, and nutrition of micro-organisms; their role in nature, agriculture, home economics, and sanitation. Lecture and laboratory. Prerequisite: A laboratory course in the Biological Sciences. A semester course in college general chemistry is recommended.

261 *General Bacteriology* 2 sem. hrs. (Formerly 212)

General characteristics and methods of cultivation and identification of bacteria; biochemical changes and bacteria; their role in industry. Lecture and laboratory. Prerequisite: Biological Sciences 260.

360 *School and Community Sanitation* 4 sem. hrs. (Formerly 411)

Microbiology as applied to community water supply and waste disposal, stream pollution, swimming pools, milk and milk products, food and its distribution, and air pollution. Laboratory includes determination of biochemical oxygen demand, color and spectrophotometric determination of residual chlorine, as well as field observation of typical water and sewage installations. Lecture and laboratory.

ZOOLOGY

181 *Functional Anatomy* 4 sem. hrs. (Formerly 145)

Anatomy and physiology of representative simple animals to give the students sufficient background to understand the more complex functioning of the human organ systems. Lecture and laboratory.

182 *Functional Anatomy* 4 sem. hrs. (Formerly 146)

Mammalian anatomy and physiology with special emphasis on human physiology and organ systems. Lecture and laboratory. Prerequisite: Biological Sciences 181.

183 *Physiology and Anatomy* 4 sem. hrs. (Formerly 147)

Structure and functions of the human body. Specially designed to meet the needs of nurses. Lecture and laboratory.

190 *General Zoology* 4 sem. hrs. (Formerly 111)

Physiology, morphology, anatomy, genetics, and evolution of representatives of the animal phyla.

191 *Comparative Zoology* 4 sem. hrs. (Formerly 121)

Non-chordates. Lecture and laboratory. Prerequisite: Biological Sciences 190.

192 *Comparative Zoology* 4 sem. hrs. (Formerly 122)

Chordates. Lecture and laboratory. Prerequisite: Biological Sciences 190.

284 *The Human Body—Morphology and Function* 4 sem. hrs. (Formerly 250)

For those who need information based directly upon the study of the human body. Attention is given to the entire skeletal system and to the parts of the other organ systems located below the diaphragm. Lecture and laboratory. Prerequisite: Biological Sciences 182, 192 or Health and Physical Education 182; consent of instructor.

285 *The Human Body—Morphology and Function* 2 sem. hrs. (Formerly 251)

A continuation of Biological Sciences 284. Attention is given to all parts of the organ systems located above the diaphragm. Lecture and laboratory. Prerequisite: Biological Sciences 284.

291 *Entomology* 4 sem. hrs. (Formerly 201)

Morphology and taxonomy of insects. Lecture and laboratory. Prerequisite: Biological Sciences 190.

381 *Applied Human Anatomy* 4 sem. hrs. (Formerly 345)

For those preparing to teach special classes of physically-handicapped children. The educational implications are stressed. Lecture and laboratory. Prerequisite: Biological Sciences 182.

382 *The Eye—A Laboratory and Clinical Study* 2 sem. hrs.
(Formerly 347)

Anatomy and physiology of the eye. Observations and demonstrations in the school and clinic for the detection and care of eye disorders. Lecture and laboratory. Prerequisite: Biological Sciences 182.

383 *Parasitology* 4 sem. hrs.

Morphology, life histories, host-parasite relationships and methods of control of arthropod, helminth and protozoan parasites of man, domestic and wild animals. Parasitological techniques and methods of laboratory diagnosis will be included. Lecture and laboratory.

385 *Physical Defects—Survey and Rehabilitation* 3 sem. hrs.

Physical defects of handicapped children and procedures used in their rehabilitation. For those preparing to teach special classes of physically-handicapped children. Includes special services, equipment, and activities used in the rehabilitation programs. Lecture and laboratory. Also offered as Health and Physical Education 385. Prerequisite: Biological Sciences 381.

391 *Entomology* 4 sem. hrs. (Formerly 422)

Anatomy, physiology, and embryology of insects. Lecture and laboratory.

392 *Histology and Embryology* 4 sem. hrs. (Formerly 317)

Introduction to organ structure and development. Lecture and laboratory. Prerequisite: Biological Sciences 192.

394 *Protozoology* 4 sem. hrs.

Morphology, physiology, reproduction and life cycles, heredity, classification, habitats and ecology, methods of collection, cultivation and cytological techniques of protozoa, as well as the history of Protozoology. Lecture and laboratory.

395 *Ornithology* 3 sem. hrs.

Morphology, anatomy, ecology, life history, and identification of birds. Lecture, laboratory, and field work.

BOTANY

(See Biological Sciences)

BUSINESS EDUCATION

TEACHING STAFF

Head of the Department: Lewis R. Toll. Office: Turner Hall 210 B.

Professors: Raymond W. Esworthy, Harold F. Koepke, Thomas B. Martin, Margaret K. Peters, H. Earle Reese, Lewis R. Toll.

Associate Professor: Doris H. Crank.

Assistant Professors: Helen W. Benjamin, Robert N. Hanson, Marie Jessa, Warren S. Perry, Harriet R. Wheeler.

Instructors: James F. Brubeck, Norene Kurth, William M. Mitchell, Jean C. Risen.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Business Education: 111, 141.

FIRST FIELD REQUIREMENTS IN SECRETARIAL EDUCATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111, 112*, 113*, 114, 115, 122*, 123*, 124, 131, 132, 211, 212, 261. In addition to the 37 semester hours, Social Sciences 107 is required.

FIRST FIELD REQUIREMENTS IN BUSINESS ADMINISTRATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111; 112* and 113*, or 113 and 114 or 211; 117; 131; 132; 141; 142; 231; 232; 252; 261; one of the following courses: 253, 254, 255, 356, 357. In addition to the 37 semester hours, Social Sciences 107 is required.

COMPREHENSIVE FIELD REQUIREMENTS IN BUSINESS EDUCATION

A second teaching field is not necessary with this comprehensive field.

Courses in Business Education must total 50 semester hours. The following specific courses are required: 111; 112* and 113*, or 113, or 114; 115; 117; 122*; 123*; 124; 131; 132; 141; 142; 211; 231; 252; 261; at least five additional semester hours in courses numbered 200 or more. Social Sciences 171 may be used toward this field. In addition to the 50 semester hours, Social Sciences 107 is required.

SECOND FIELD REQUIREMENTS IN SECRETARIAL EDUCATION

Courses in Business Education must total 20 semester hours. The following specific courses are required: 112*, 113*, 114, 122*, 123*, 124, 211, 212.

SECOND FIELD REQUIREMENTS IN ACCOUNTING AND LAW

Courses in Business Education must total 21 semester hours. The following specific courses are required: 117, 131, 132, 141, 142, 231, 232 or 252.

SECOND FIELD REQUIREMENTS IN GENERAL BUSINESS

Courses in Business Education must total 20 semester hours. The following specific courses are required: 111, 131, 132, 252, 253, 254, 255 or 356.

SECOND FIELD REQUIREMENTS IN DISTRIBUTIVE BUSINESS

Courses in Business Education must total 24 semester hours. The following specific courses are required: 111, 117, 131, 132, 141, 252, 254, 357.

Geography 130, Economic Geography, may be used in a first, comprehensive, or second field in Business Education.

* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. The minimum requirement for teaching shorthand or typewriting is six semester hours in the subject and twenty semester hours in the field.

COURSES IN BUSINESS EDUCATION

111 *Introduction to Business* 3 sem. hrs.

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

112 *Typewriting* 2 sem. hrs.

Knowledge of the typewriter and development of skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

113 *Typewriting* 3 sem. hrs.

Development of individual skills in operation to a minimum attainment of forty words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high-school typewriting.

114 *Typewriting* 3 sem. hrs.

Skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is required. At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Prerequisite: Business Education 113 or two years of high-school typing.

115 *Business Correspondence* 2 sem. hrs.

Fundamental principles that govern the several kinds of business letters and practical methods of writing the types which arise from the more typical business situations. Composition of the common types of business reports.

117 *Business Mathematics* 3 sem. hrs.

Background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122 *Shorthand* 3 sem. hrs.

Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading, and dictation. Eight chapters of Gregg *Manual* and reading text.

123 *Shorthand* 3 sem. hrs.

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. Prerequisite: Business Education 122 or one year of high-school shorthand.

124 *Shorthand* 3 sem. hrs.

Dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Minimum requirement: eighty words a minute for five minutes, correctly transcribed. Prerequisite: Business Education 123 or two years of high-school shorthand.

131 *Accounting* 3 sem. hrs.

Business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132 *Accounting* 3 sem. hrs.

Corporation accounting including consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

141 *Business Law* 3 sem. hrs.

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

142 *Business Law* 3 sem. hrs.

Bailment, common carriers, sales partnerships, corporations, property, bankruptcy, torts, and business crimes. Problems and case materials are included.

211 *Office Practice* 3 sem. hrs.

Practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. Prerequisite: Business Education 113 or 114.

212 *Advanced Transcription* 3 sem. hrs.

Primary emphasis on the application of the principles of functional English to the typewritten transcript. Prerequisite: Business Education 114 and 124.

231 *Accounting* 3 sem. hrs.

Relationship of accounting to business management; internal control procedures; transaction analysis pertaining to the acquisition of assets and services, income, corporate capital; analysis of financial statements. Prerequisite: Business Education 132.

232 *Accounting* 3 sem. hrs.

Organizational accounting: insurable business risks; consolidated statements; special purpose procedures and statements related to disinvestment, reorganization, and liquidation. Prerequisite: Business Education 231.

252 *Economics of Business* 3 sem. hrs.

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

253 *Business Organization and Management* 3 sem. hrs.

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic problems, credit, human relations, control purchases, and sales are given special consideration. Prerequisite: Social Sciences 171 or Business Education 252.

254 *Advertising and Salesmanship* 2 sem. hrs.

Practical problems of distribution of goods and consumer demand. Applied principles of selling both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. Prerequisite: Social Sciences 171 or Business Education 252.

255 *Marketing* 3 sem. hrs.

Functions, processes, agencies, and personnel involved in the marketing of goods and services of all major types, with emphasis on the distribution of consumer goods. Prerequisite: Social Sciences 171 or Business Education 252.

261 *Principles of Business Education* 2 sem. hrs.

Stimulation of professional interest in the entire field of business education through a consideration of such topics as: purposes of business education, outstanding research and literature in the field, construction of the business curriculum, surveys of the local business community and of present and former pupils, cooperative part-time training for office and distributive occupations, and guidance responsibilities of business teachers.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

310 *Consumer Business Problems* 2 sem. hrs. (Formerly 410)

Application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

311 *Fundamentals of Life and Health Insurance* 3 sem. hrs.

General consideration of personal and business risks. Principles of life and health insurance and their applications.

312 *Fundamentals of Property and Liability Insurance* 3 sem. hrs.

Principles of property insurance with fundamental application to individuals, business enterprises, and governmental institutions. General consideration of risk in the fire, marine, bond, and casualty areas.

330 *Governmental Accounting* 3 sem. hrs. (Formerly 430)

Procedures, accounts, and reports of governmental agencies; the solution of problems embracing the practical application of fund accounting and the interpretation of financial reports of various government units. Prerequisite: 5 semester hours of accounting.

331 *Cost Accounting* 3 sem. hrs. (Formerly 431)

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. Prerequisite: 9 semester hours of accounting.

332 *Auditing* 3 sem. hrs. (Formerly 432)

Verification, analysis, and interpretation of accounting records. Auditing principles and procedures are applied to the audits of cash; securities and investments; receivables, inventories, assets, and liabilities; balance sheet; profit and loss statement; and working papers. Prerequisite: 12 semester hours of accounting.

333 *Income Tax Procedure* 3 sem. hrs.

Federal income tax provisions affecting individuals and business enterprises, and problems involved in tax computations. Prerequisite: 6 semester hours of accounting.

340 *Problems in Office Management* 2 sem. hrs. (Formerly 440)

Detecting, analyzing, and solving problems applicable to large or small offices. Principles of office organization and operation are discussed and applied to cases under consideration. Individual and committee investigations are conducted, and selected office managers are called upon to serve as resource persons.

356 *Business Finance* 3 sem. hrs.

Problems and methods of financing business, function of banking, business risks as an influence on financial management, and interpretation of the security markets. Prerequisite: Social Sciences 171 or Business Education 252.

357 *Retailing* 2 sem. hrs.

Organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practice. Prerequisite: Social Sciences 171 or Business Education 252.

360 *Business Data Processing* 3 sem. hrs.

Business data processing involving the fundamental characteristics of mechanical and electronic systems and their application to business. Prerequisite: 6 semester hours of accounting.

370 *Purchasing Policies and Procedures* 3 sem. hrs.

Purchase of materials, supplies, and equipment as a major business function. Organization for purchasing, internal requisitioning and stock control. Basic procurement principles, processes, and problems in industrial, governmental, and institutional organizations. Actual business cases analyzed.

CHEMISTRY

(See Physical Sciences)

ECONOMICS

(See Social Sciences)

EDUCATION AND PSYCHOLOGY

TEACHING STAFF

Head of the Department: Frank N. Philpot. Office: Schroeder Hall 406.

Professors: Rose B. Buehler, Claude M. Dillinger, Harold E. Gibson, Richard E. Hulet, Cecilia J. Lauby, Elden A. Lichty, William R. Lueck, Stanley S. Marzolf, Robert H. Moore, Helen M. Nance, Stanley K. Norton, Harold R. Phelps, Frank N. Philpot, John L. Reusser, Mary C. Serra, Herman R. Tiedeman.

Associate Professors: E. Scott Blankenship, R. Elizabeth Brown, Valjean M. Cashen, Robert L. Crist, George M. Drew, Leo E. Eastman, Elwood F. Egelston, Walter H. Friedhoff, William Frinsko, John W. Gillis, William J. Gnagey, Ivo P. Greif, Dean S. Hage, Gertrude M. Hall, Henry J. Hermanowicz, Charles R. Hicklin, Frank J. Holmes, Benjamin C. Hubbard, W. Raymond James, Homer T. Knight, Clarence H. Kurth, Donald C. LaDue, Bradley M. Loomer, George F. McCoy, Ralph A. Meyering, Murray L. Miller, Donald M. Prince, Morton D. Waimon, Irwin Widen.

Assistant Professors: R. Jerry Cantlon, Lessie Carlton, Thelma Force, Malinda D. Garton, Quinn L. Hrudka, Elizabeth Hughes, Samuel Hutter, Margaret Jorgensen, Marjorie L. Lewis, Lois Lilly, David L. Livers, Normand W. Madore, Ernest E. Olson, Edwin A. Payne, Evelyn J. Rex, Elizabeth Russell, Nelson Smith, Vivian Tasker, Richard M. Trumpe, Margaret Waimon.

Instructors: Barbara A. Beggs, Edith F. Canning, Dorothy Hostettler, Lucile Q. Jones, Frances D. Prince, Keith L. Scott.

GENERAL EDUCATION COURSES

Psychology 111 is required in group IV.

To meet requirements for group V, students may choose from the following courses: Education 230, 232; Psychology 232.

SECOND FIELD REQUIREMENTS IN PSYCHOLOGY

Courses in Psychology must total 24 semester hours. The following specific courses are required: 111, 115, 232, 330, 331.

COURSES IN EDUCATION AND PSYCHOLOGY

Courses are listed under two topics: Education and Psychology.

EDUCATION

101 Introduction to Elementary Teaching 3 sem. hrs. (Formerly 104)

Orientation to the profession and a study of the relationship of elementary education within the organization of American public education. Directed observations on all grade levels are included.

102 *Child Growth and Development* 3 sem. hrs. (Formerly 108)

Physical, intellectual, emotional, and social growth and development of children and the influence of home, school and community environment upon this growth; techniques of studying and evaluating growth applied through continuous observation and making of an individual case study. Students who have had Psychology 115 may not take this course for credit. Prerequisite: Psychology 111.

103 *Reading Methods* 3 sem. hrs. (Formerly 107)

Basic principles and techniques of the teaching of reading in the elementary school. Emphasis on reading as a phase of communication and its relation to the other language arts. Instruction in, and observation of, the use of materials and techniques in the teaching of word recognition (including phonics), comprehension, and critical reading. Prerequisite: Education 102 or Psychology 115.

104 *Reading Clinic* 1 sem. hr. (Formerly 121)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

145 *Introduction to Special Education* 3 sem. hrs. (Formerly 162)

Educational provisions for exceptional children: the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.

201 *Advanced Reading Clinic* 1 sem. hr. (Formerly 219)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 104.

202 *Early Childhood Education* 4 sem. hrs. (Formerly 232)

Primary education as a basic unit of the elementary school; the physical plant, equipment, organization; overview of the curriculum with emphasis on learning experiences through a unified program; special emphasis on language arts (including spelling and manuscript writing); number concepts; science experiences; social studies; methods of evaluation consistent with growth needs of young children. Participation in primary classroom activities is required except for experienced teachers. Prerequisite: Education 103.

203 *Middle Grade Education* 4 sem. hrs. (Formerly 233)

Methods and materials in intermediate grades with special emphasis upon language arts, including spelling and handwriting; arithmetic, science, and social studies; instructional problems for teachers of the middle grades; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal. Participation in middle-grade classroom activities is required except for experienced teachers. Prerequisite: Education 103.

204 *Upper-Grade—Junior-High Education* 4 sem. hrs. (Formerly 234)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization—in separate grades, departmentalized, and junior-high school; special emphasis on methods and materials in language arts, social studies, arithmetic, and science activities. Participation is required except for experienced teachers. Prerequisite: Education 102 or Psychology 115.

205 *Problems of the Teacher* 3 sem. hrs. (Formerly 236)

The role of the classroom teacher as a member of a school staff, concerned with such problems as: curriculum development, classroom management, teacher-pupil planning, providing for individualized differences, making records and reports, understanding research and literature of various teaching fields, testing and evaluation instruments and procedures, school-community relations, in-service education. Issues in American public education and a knowledge of professional organization are emphasized. Teaching competencies are considered by each student. Prerequisite: Education 102 or Psychology 115.

206 *The Curriculum* 2 sem. hrs. (Formerly 266)

An overview of curricular principles, programs, and procedures, with adaptations for exceptional children in the special fields. Prerequisite: Education 145.

207 *Advanced Reading Methods* 3 sem. hrs.

Practical problems utilizing group techniques in the teaching of reading in each grade level of the elementary school. Integrates reading with non-reading learning activities. Involves direct experiences with children. Prerequisite: Education 103.

215 *American Public Education* 3 sem. hrs. (Formerly 211)

Organization of American public education—federal, state, county and local; provisions for materials and environment—curriculum, co-curriculum; buildings, equipment, finance; school and community relations, including P.T.A. and other community and adult education groups; and issues in American education. Prerequisite: Psychology 115 or Education 102.

216 *Secondary Education* 4 sem. hrs. (Formerly 220)

Basic principles and techniques of teaching: learning goals and their function, selection and organization of subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, and procedures for evaluating and reporting the results of instruction. Prerequisite: Education 102 or Psychology 115.

217 *Extracurricular Activities in Secondary Schools* 2 sem. hrs. (Formerly 224)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.

218 *Secondary-School Reading* 3 sem. hrs. (Formerly 223)

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. Prerequisite: Education 215.

219 *Secondary-School Reading Clinic* 1 sem. hr. (Formerly 222)

Problems in reading on the secondary school level, including junior-high and senior-high school. An intensive course for one week.

230 *Introduction to Philosophy* 3 sem. hrs. (Formerly 251)

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

231 *Introduction to Philosophy of Education* 3 sem. hrs. (Formerly 203)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Senior standing and completion of all required education courses except student teaching.

232 *Ethics* 3 sem. hrs. (Formerly 252)

Principles underlying human conduct, with applications to the life of the individual and to society.

240 *Audio-visual Education* 2 sem. hrs.

Theory, materials, and methodology of audio-visual education. Criteria for evaluating and selecting materials; sources and care of materials; methods of using audio-visual aids in the classroom. Laboratory work includes experiences with handmade lantern slides, elementary photography, graphics, tape recording, projection equipment, and field-trip management. Three class periods per week include laboratory. Prerequisite: Psychology 115 or Education 102.

241 *Tests and Measurements* 3 sem. hrs. (Formerly 208 and 221)

Achievement and intelligence tests for grades 1 through 12. Particular emphasis upon achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. Prerequisite: Education 102 or Psychology 115.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

301 *Laboratory Reading Methods* 3 sem. hrs. (Formerly 205)

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Three double periods per week. Prerequisite: Education 103.

331 *Readings in Educational Research* 1 sem. hr. (Formerly 405 and 406)

Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in many phases of education from the nursery school through the community college.

333 *The Junior High School* 2 sem. hrs. (Formerly 410)

Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration, and evaluation of programs for early adolescents.

334 *Public Relations for Education* 2 sem. hrs. (Formerly 431)

Analysis of the need for public relations and study of programs for education. Wide use of visual aids and community resources. Work of the individual student will focus on practical problems related to his area of specialization. Ways of evaluation will be included.

335 *History of Education* 3 sem. hrs. (Formerly 460)

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

345 *Special Classes for the Trainable* 2 sem. hrs. (Formerly 342)

Organization of classes, teaching methods, behavior and progress records and reports, home-school-community relations.

346 *Education for the Mentally Retarded* 2 sem. hrs. (Formerly 343)

Study of objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records.

347 *Problems of the Brain Injured* 2 sem. hrs. (Formerly 451)

Problems of diagnosis, psychological evaluation, and educational adjustments needed by the cerebral palsied. Relationship to other therapies. Observation and planned participation in a group of cerebral palsied. For experienced teachers who wish to specialize in working with the cerebral palsied.

348 *Education of Gifted Children* 2 sem. hrs. (Formerly 453)

Organization of the program for the education of gifted children. Methods of identification, curriculum adjustments, creative activities, guidance, appraisal of progress, and parent relationships. For teachers, administrators, and personnel workers.

349 *Education of the Physically Handicapped* 2 sem. hrs. (Formerly 345)

Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing, and vision.

350 *Education of the Partially Seeing* 2 sem. hrs. (Formerly 344)

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic.

351 *Education of the Blind* 3 sem. hrs. (Formerly 349)

Nature and needs of the blind. Interpretation and evaluation of medical, social, psychological, and educational records and reports. Types of educational programs. Methods and materials for blind children of school age.

352 *Braille Reading and Writing* 2 sem. hrs. (Formerly 348)

Designed to develop mastery of braille. Use of the braille writer and other devices for writing. Procedures for teaching braille. Preparation and use of braille materials for purposes of communication and evaluation.

353 *Education of the Deaf* 2 sem. hrs.

Oral, manual, and combined methods of teaching the deaf with a philosophical and historical background of each. The effect of hearing loss on the understanding of language and the implications for the education of deaf children.

354 *Speech for the Deaf* 3 sem. hrs.

The development of oral communication in hearing children compared to deaf children. Methods of developing speech in the pre-school and school age deaf child using the visual, auditory, kinesthetic, and tactile approaches. Observations and participation in classes for the deaf. Prerequisite: Education of the Deaf 353.

355 *Language and School Subjects for the Deaf* 3 sem. hrs.

Principles and techniques of teaching language to the pre-school and school age deaf child. Leading systems of teaching language to the deaf. Methods of teaching reading, arithmetic, social studies, science, and other school subjects to the deaf. Prerequisite: Education of the Deaf 353.

360 *Introduction to Guidance* 2 sem. hrs. (Formerly 427)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

399 *Student Teaching* 1-10 sem. hrs. (Formerly 210 and 215)

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Required of all students before graduation. Assignments are made on the basis of the student's area of specialization. High School student teaching assignments include work in special methods in the subjects taught. Prerequisite: 1. Education 216 for high school student teaching or one of Education 202, 203, or 204 for student teaching in the elementary school and special education. 2. Satisfactory preparation in the area of specialization. 3. Approval of the Director of Professional Laboratory Experiences. 4. One semester of residence, except in Special Education for which eight semester hours of residence work is required. (For further information and other regulations, see pp. 39-41).

PSYCHOLOGY

111 *General Psychology* 3 sem. hrs.

Scientific study of behavior. Motivation, emotion, abilities and interests, personality, hereditary and environmental influences, learning and remembering, observing and attending. Emphasis is upon general principles. Required in general education.

115 *Educational Psychology* 3 sem. hrs.

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 102 may not take this course for credit. Prerequisite: Psychology 111.

201 *Psychology of Adolescence* 2 sem. hrs. (Formerly 222)

Principles of psychology applied to understanding the characteristics and problems of adolescence. Prerequisite: Psychology 115 or Education 102.

- 230 *Business and Industrial Psychology* 2 sem. hrs. (Formerly 211)**
Application and extension of psychological facts and principles to the problems of human relations and human engineering in business and industry, including product distribution. Prerequisite: Psychology 111.
- 231 *Social Psychology* 2 sem. hrs. (Formerly 212)**
Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. Prerequisite: Psychology 111.
- 232 *Mental Hygiene* 3 sem. hrs. (Formerly 234)**
Nature and extent of mental health problems, application of psychological principles to the development of positive mental health in the individual and to the problems in the community, introduction to counseling, psychotherapy, and severe personality problems. Prerequisite: Psychology 115 or Education 102.
- 299 *Independent Honor Study* 1-6 sem. hrs.**
Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.
- 301 *Child Psychology* 3 sem. hrs. (Formerly 421)**
Study of available research on the motor, mental, and emotional development; growth of understanding; and personality of children during pre-adolescent and adolescent years; application to problems of guidance.
- 330 *Experimental Psychology* 3 sem. hrs. (Formerly 225)**
Simple experiments in the psychology laboratory to give appreciation of the problems of control in the scientific study of behavior. Three class periods per week—two lectures and one laboratory period plus additional laboratory assignments. Prerequisite: Psychology 111.
- 331 *Psychological Measurement* 3 sem. hrs. (Formerly 229)**
Use and interpretation of psychological test results with emphasis on the quantitative approach. Group and individual tests are studied and demonstrated. Students have practice in giving, scoring, and interpreting standardized tests. Meets the requirements of psychological testing for students in special education.
- 333 *Readings in Psychological Research* 1 sem. hr. (Formerly Ed. 405 and 406)**
Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in many phases of psychology from the nursery school through the community college.
- 334 *Research Projects in Psychology* 3 sem. hrs. (Formerly 401)**
Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Psychology 115.
- 345 *Case Work in Behavior Problems* 2 sem. hrs. (Formerly 235)**
Making case studies; interviewing, using records, and case reporting. To be taken with Student Teaching. Prerequisite: Psychology 232.
- 346 *Psychology of Exceptional Children* 2 sem. hrs. (Formerly 327)**
Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Prerequisite: Psychology 232 and 331.
- 348 *Mental Retardation* 3 sem. hrs.**
Introduction to medical, psychological, sociological, and educational aspects of mental retardation. Prerequisite: Education 102 or Psychology 115.
- 349 *Psychology of the Mentally Deviate* 3 sem. hrs. (Formerly 411)**
Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. Prerequisite: Education 102 or Psychology 115.

ENGLISH

TEACHING STAFF

Head of the Department: Victor E. Gimmestad. Office: Schroeder Hall 223.

Professors: Howard I. Fielding, Victor E. Gimmestad, Ruth Henline, Milford C. Jochums, Dale B. Vetter.

Associate Professors: Ferman Bishop, George R. Canning, John M. Heissler, John S. Hill, Christopher Spencer, Conrad B. Suits.

Assistant Professors: Robert F. Beauchamp, Robert B. Brome, Carrol B. Cox, Pauline Drawver, Robert L. Duncan, Scott C. Eatherly, C. J. Gianakaris, Grace Hiler, Verna A. Hoyman, Wayne V. Huebner, Ruth C. Huggins, Virgil R. Hutton, Lucile Hyneman, George C. Klinger, Kenneth L. Ledbetter, Harry E. Preble, Taimi M. Ranta, Ruth Stroud, Donald F. Templeton, Raymond W. Tudor, Lela Winegarner, Vermell Wise.

Instructors: Jill Bohlander, Eileane H. Fielding, Jane Maddocks, Creston D. Munger, Lyle A. Murley, Richard L. Newby, Michael P. Novak, Peter A. Parmantie, L. Louese Pilch, E. Gwendolyn Williams, David C. Wood.

The courses offered by the Department of English fall into three categories: those for the general education program, those for first and second fields, and those for specialized aspects in English. A few general statements about the offerings in English follow.

Students who on the entrance test demonstrate excellence in English may take proficiency tests for credit in one or two semesters of Language and Composition (English 101 and 102).

Students who make a satisfactory score on the English placement test may choose to elect a year of foreign language in lieu of Language and Composition 101.

English 101 or a foreign language in lieu of it (as provided above) is prerequisite to all subsequent courses in English, except that English 163 and 165 may be taken concurrently with English 101.

English 102 is prerequisite to all subsequent courses in English except English 104, 163, and 165.

Students who contemplate the possibility of entering graduate study in English, either at this University or another, may find it advisable to take at least one year in a foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England and America, children's literature, or professional studies in English. Such a program should be worked out in consultation with the Head of the Department.

GENERAL EDUCATION COURSES

The English requirement in group I is ordinarily met with English 101, 102, and 103 or 104. Courses which may be used for group V are the following: 145, 163, 219, 222, 234, 247, 251, 255, 286.

FIRST FIELD REQUIREMENTS IN ENGLISH

Courses in English must total 38 semester hours, exclusive of 101 and 102. The following courses in English are required: 104, 110, 130, 145, 150, 241, 243.

Not more than 8 semester hours may be elected from these courses in English: 163, 165, 166, 267, 295.

FIRST FIELD REQUIREMENTS IN ENGLISH—JOURNALISM

Courses in English plus one course in Industrial Arts must total 46 semester hours, exclusive of English 101 and 102. The following courses are required: English 103 or 104, 110, 130, 145, 150, 163, 165, 166, 241, 243, 267, 295; Industrial Arts 153.

SECOND FIELD REQUIREMENTS IN ENGLISH

Courses in English must total 27 semester hours, exclusive of 101 and 102. The following courses are required: 103 or 104, 110, 130, 241, 243.

English 163, 267, and 295 may not be included in the 27 semester hours required.

SECOND FIELD REQUIREMENTS IN JOURNALISM

A student taking a first field in English may complete a second field in Journalism by earning a minimum of 54 semester hours in English, journalism, and certain specified electives in other departments. Courses specifically required will include English 163, 165, 166, 267, 295, and Industrial Arts 153—16 semester hours total.

An additional 8 semester hours must be elected from the following: English 145, 219, 234, 247, and 255; Business Education 112 and 131; Education 334; Social Sciences 368; and Speech 123, 160, 261, and 324.

COURSES IN ENGLISH

101 *Language and Composition* 3 sem. hrs.

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics. Written essays and reading of prose examples. Does not count toward a first or second field in English.

102 *Language and Composition* 3 sem. hrs.

A continuation of the work done in English 101 with attention to specific expository forms. Written essays and reading in significant prose works. Does not count toward a first or second field in English.

103 *Literature and Composition* 2 sem. hrs.

Basic forms of literary art—lyric, narrative, and dramatic. Written essays, mainly analytical, to reinforce the study. Reading in significant literary works.

104 *Introduction to Literature* 3 sem. hrs.

Critical and analytical study of the chief literary forms: prose and poetry; narrative, lyric, and dramatic manners of treatment. Readings in exemplary works of literature. Written essays—critical and analytical.

110 *Masterpieces of English Literature* 3 sem. hrs.

A chronological study of the main movements in English literature. Designed to give the student a historical rationale for more advanced work. Readings of entire works representative of the movements.

130 *Masterpieces of American Literature* 3 sem. hrs.

A chronological study of the main movements in American literature. Designed to give the student a historical rationale for more advanced work. Readings of entire works representative of the movements.

145 *Advanced Exposition* 2 sem. hrs. (Formerly 161)

Extensive writing based on interests of students. One research paper.

150 *Ancient Literature* 3 sem. hrs.

Selected readings in ancient Greek, Roman, and Oriental literatures in translation studied for an appreciation of their contributions to modern culture. Students who have had the former World Literature 254 may not take this course for credit.

163 *History and Principles of Journalism* 3 sem. hrs.

History and development of journalism in the United States, with special attention to leading journalists in the past. Survey of the entire field of journalism today with emphasis upon desirable journalistic standards and the place of journalism in modern education.

165 *Elementary Reporting* 3 sem. hrs.

Introduction to the technique of the news story and to the duties and responsibilities of the reporter. Students do a limited amount of reporting for *The Vidette*, and by the end of the term are qualified to assume the duties of staff reporters.

166 *Advanced Reporting* 3 sem. hrs.

Practical course in which students review their work of the previous semester, study feature writing, and serve as reporters for *The Vidette*. Prerequisite: English 165 or equivalent.

170 *Literature for the Elementary School* 3 sem. hrs. (Formerly 171)

Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, and emphasis upon well-known materials. This course is also offered as Library 170. Students who have had the former Folk Literature for Children 102 may not take this course for credit.

213 *Medieval English Literature* 3 sem. hrs.

English literature during the Middle Ages, from the fourth century to the fourteenth, exclusive of Chaucer. Readings in translation from the Middle English. Prerequisite: English 110.

214 *Literature of the Renaissance* 3 sem. hrs.

English literature during the fifteenth and sixteenth centuries; the dramatic literature exclusive of Shakespeare, prose and poetic writings. Prerequisite: English 110.

215 *Literature of the Seventeenth Century* 3 sem. hrs.

Prose and verse writers of the seventeenth century exclusive of Milton. Chief attention to the Cavalier and Metaphysical poets and major prose works. Prerequisite: English 110.

216 *Literature of the Eighteenth Century* 3 sem. hrs.

English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson. Prerequisite: English 110.

217 *Literature of the Romantic Period* 3 sem. hrs. (Formerly 213)

Writers of England, 1780 to 1830—the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelley, Keats, and Scott. Students who have had the former Survey of English Literature 122 may not take this course for credit. Prerequisite: English 110.

218 *Literature of the Nineteenth Century* 3 sem. hrs. (Formerly 214)

Literature of the Victorian Period with some reference to social, political, and philosophical trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had the former Survey of English Literature 122 may not take this course for credit. Prerequisite: English 110.

219 *Contemporary English Literature* 3 sem. hrs. (Formerly 215)

Major English writers of the twentieth century with attention to contemporary trends in thought and expression. Prerequisite: English 110.

220 *Chaucer* 3 sem. hrs.

A literary and linguistic study of the major writings of Chaucer, chiefly *The Canterbury Tales*. Readings in Middle English. Prerequisite: English 110.

222 *Shakespeare: The Comedies and Histories* 3 sem. hrs.

A survey of representative plays with some attention to the man, his contemporaries, his age, and his maturation. Prerequisite: English 110.

223 *Shakespeare: The Tragedies* 3 sem. hrs.

A survey of representative tragedies with attention to Shakespeare's mature genius. Prerequisite: English 110.

224 *Milton* 3 sem. hrs.

Chief prose writings and poems of John Milton. Chief attention to *Paradise Lost*. Includes John Bunyan. Prerequisite: English 110.

231 *American Literature, 1607 to 1830* 3 sem. hrs.

Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving. Prerequisite: English 130.

232 *American Literature, 1830 to 1870* 3 sem. hrs.

The main figures and movements of nineteenth-century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman. Prerequisite: English 130.

233 *American Literature, 1870 to 1920* 3 sem. hrs.

The rise of realism and naturalism in America. Emphasis on Crane, Norris, James, Howells, Dreiser, and the chief poetic movements. Prerequisite: English 130.

234 *Contemporary American Literature* 3 sem. hrs. (Formerly 231)

Present-day movements in American literature. Emphasis on Eliot, Pound, Hemingway, Faulkner, and their contemporaries. Prerequisite: English 130.

241 *Growth and Structure of the English Language* 3 sem. hrs.

Growth and characteristics of English designed to help students understand language change and current problems in spelling, grammar, usage, and vocabulary.

243 *English Grammar* 3 sem. hrs.

(Formerly 275)

Historical and descriptive study of the sentence and its parts to give the student background for teaching accepted usage in language, punctuation, sentence structure, and essential grammar.

244 *Linguistics* 3 sem. hrs.

An examination of modern studies in the nature and function of language structures as apart from traditional grammars. Some reference to newer studies in such matters as structure, constituent analysis, and generative-transformational grammars.

247 *Creative Writing* 2 sem. hrs.

(Formerly 233)

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by each student's individual interest.

251 *Literature of the Bible* 3 sem. hrs.

(Formerly 253)

Chief literary forms of the Old Testament from the point of view of their artistic achievement.

252 *European Literature to 1700* 3 sem. hrs.

Chief movements and works of Continental European literature from the Middle Ages to the Renaissance. Designed to give the student a general knowledge of the literary heritage of Europe. Readings in translation.

254 *European Literature, 1700 to 1850* 3 sem. hrs.

Main movements of Continental European literature from the Renaissance to modern times. Readings in translation.

255 *Modern World Literature* 3 sem. hrs. (Formerly 354)

Foreign literature in translation, especially fiction, of the past one hundred years.

267 *Editorial Problems* 3 sem. hrs. (Formerly 261)

Practical study of the problems involved in editing a school newspaper. Special attention to editorial writing, copy reading, proofreading, headline writing, newspaper make-up, graphic reproduction, and advertising. Two class periods per week plus a maximum of one and one-half hours of laboratory work on *The Vidette*. Time to be arranged with the instructor. Prerequisite: English 165.

271 *Literature for Lower Grades* 3 sem. hrs.

Traditional fairy and folk tales, myths, legends, fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as Library 271. Does not repeat materials of English 170. Students who have had the former English 202 may not take this course for credit.

272 *Literature for Upper Grades* 3 sem. hrs.

Literature especially selected for middle and upper grades. Also offered as Library 272. Does not repeat materials of English 170.

273 *Verse for Children* 3 sem. hrs.

Verse for use in the kindergarten and eight elementary grades. Students who have had the former English 203 may not take this course for credit.

285 *The Drama* 3 sem. hrs.

Dramatic forms as literature from Greece to modern times. Readings in translation.

286 *The Novel* 2 sem. hrs. (Formerly 244)

The novel in English with emphasis on the nineteenth and twentieth centuries.

290 *Language Arts for the Elementary School* 2 sem. hrs.

(Formerly 278)

Guidance for the elementary teacher in devising experiences in thinking, speaking, writing, and listening. Ways of improving pupils' vocabularies, usage, spelling, and mechanics of writing. Development of criteria for pupil selection of books, magazines, movies, and radio programs. Acquaintance with the professional literature of the field.

295 *The High-School Annual* 2 sem. hrs. (Formerly 260)

Theoretical study of editorial and business problems of the high-school annual—staff organization, graphic reproductions, photography, layout, advertising, circulation, budgeting, materials, editorial problems, and art themes. Examination of high-school annuals at the various cost levels.

296 *Literature for the High School* 2 sem. hrs. (Formerly 276)

Literature for use in secondary school English programs. Criteria for selection. Acquaintance with the professional literature of the field.

297 *Language and Composition in the Secondary School* 2 sem. hrs.

(Formerly 277)

The teaching of oral and written composition in the junior and senior high school. Emphasis on devices for improving pupil vocabularies, diction, and mechanics. Reading of professional literature in the field.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

- 310 *History and Development of the English Language* 3 sem. hrs.** (Formerly 401)
 Historical approach to the development of the English language. To help student and prospective teacher discover reasons behind the meanings, spellings, syntax, and usage of contemporary English.
- 311 *Old English* 3 sem. hrs.** (Formerly 403)
 The elements of Old English grammar, with selected readings.
- 317 *Nineteenth-Century English Prose* 2 sem. hrs.** (Formerly 425)
 Chief prose writers of the century and their contribution to the thought of the present time.
- 325 *English Drama Before 1642* 3 sem. hrs.**
 English Drama from its beginnings in the Medieval Church to the closing of the theaters. Special attention is given to the plays of Marlowe and Jonson.
- 327 *Restoration and Eighteenth-Century English Drama* 3 sem. hrs.**
 English Drama from the Restoration in 1662 through Sheridan. Emphasis on the plays as reflections of literary, intellectual, and social background of the times.
- 332 *Nineteenth-Century American Literature* 3 sem. hrs.** (Formerly 430)
 Concentration upon the great literary figures to the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. To show how these men represent important movements in American life and thought.
- 337 *Literature of the Midwest* 2 sem. hrs.** (Formerly 434)
 The chief writers of the Midwest, especially Illinois.
- 348 *Playwriting* 3 sem. hrs.**
 Playwriting techniques of selected masters of dramaturgy, with practical application of the techniques in the writing of original plays. Both literary and professional aspects of writing for the theater will be considered. When possible, opportunity will be provided for the laboratory production of original scripts of quality in University theater-workshop projects.
- 370 *Studies in Children's Literature* 3 sem. hrs.** (Formerly 470)
 Advanced study in children's literature including critical history, evaluation and selection of significant books particularly from the literary standpoint. Materials for kindergarten through grade eight. Prerequisite: Course work in children's literature or proficiency demonstrated by examination.
- 372 *Problems in Children's Literature* 3 sem. hrs.** (Formerly 472)
 Advanced study in the broader fields of books for children including work on problems of special interest for individual students. Evaluation based on principles of child growth and development and curricular use. Materials for kindergarten through grade eight. Prerequisite: Course work in children's literature or proficiency demonstrated by examination.
- 375 *Studies in Literature for Adolescents* 3 sem. hrs.** (Formerly 475)
 Advanced study in literature for adolescents. Evaluation and selection of significant books, and appraisal of recent books. Materials for grades seven through twelve. Prerequisite: One related course (English 272, English 296, Library 214), or proficiency demonstrated by examination.
- 382 *Literary Criticism* 3 sem. hrs.** (Formerly 402)
 Survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary tastes, and in conveying to the students a knowledge of the purposes of literature.
- 388 *The Twentieth-Century English Novel* 3 sem. hrs.**
 The twentieth-century English novel from Arnold Bennett through Lawrence Durrell.
- 390 *Recent Research in the Teaching of the Language Arts* 2 sem. hrs.** (Formerly 490)
 Critical study of current practice and research in the teaching of the language arts in the elementary school.

395 *Problems in the Teaching of English* 2 sem. hrs. (Formerly 492)

Critical examination of current practice and research in the teaching of language, literature, and composition in the junior high school and the senior high school. To aid the teacher in meeting individual problems.

FOREIGN LANGUAGES**TEACHING STAFF**

Head of the Department: Frank D. Horvay. Office: Edwards Hall 102.

Professor: Frank D. Horvay.

Associate Professors: Allie Ward Billingsley, Brigitta J. Kuhn, Norman Luxenburg, Henry R. Manahan, Jose A. Rodriguez.

Assistant Professors: Helen Chiles, Margery Ellis, Frank M. Figueroa, J. Anne Foreman, William N. Kennedy, Joseph L. Laurenti, Wolfgang Pfabel, Eric W. Smithner.

Instructors: Marcelle F. D'Abbracci, Louise B. Mini, Kenneth H. Ober, Sidney N. Zelson.

Students who have had no previous instruction in the foreign language enroll in the course numbered 111 (French, German, Latin, Russian, Spanish). Students who have had one, two, or three years of a language in high school may enroll without examination in 112, 115, or 116, respectively. Students who have completed successfully four years of work in a foreign language in high school should consult with the Head of the Department of Foreign Languages to determine proper placement.

The Department of Foreign Languages reserves the right to examine a transfer student as to his ability to carry courses numbered in the 300's.

A student must complete both semesters of the first year of foreign language, that is courses numbered 111 and 112, to receive credit.

The requirements for a resource person in a foreign language are listed on page 52.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the courses numbered 111, 112, 115, 116, and literature courses numbered 200 or higher.

FIRST FIELD REQUIREMENTS IN FRENCH, GERMAN, RUSSIAN, AND SPANISH

Courses in French, German, Russian, and Spanish must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 204.

FIRST FIELD REQUIREMENTS IN LATIN

Courses in Latin must total 33 semester hours. The following specific courses are required: 115, 116, 201, 202, 204, 215.

SECOND FIELD REQUIREMENTS IN FRENCH, GERMAN, RUSSIAN, AND SPANISH

Courses in French, German, Russian, or Spanish must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 204.

SECOND FIELD REQUIREMENTS IN LATIN

Courses in Latin must total 25 semester hours. The following specific courses are required: 115, 116, 201, 202, 204, 215.

COURSES IN FOREIGN LANGUAGES

Courses are listed under six topics: General Courses, French, German, Latin, Russian, and Spanish.

GENERAL COURSES

204 *Foreign Language Teaching in the Secondary School* 1 sem. hr.

Concepts and methods. Preparation of audio-lingual exercises, including pattern drills on tapes for language laboratory use. Lesson plan and testing. Operation and management of a foreign language laboratory. Sources and uses of teaching aids, such as film strips, films, charts, and maps. Lectures, discussions, individual projects, and observation of classes. Prerequisite: Two courses in a foreign language at the 200 level.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

300 *Research in Foreign Languages* 1-3 sem. hrs.

Supervised work in a foreign literature, in comparative language studies, or in educational materials for a foreign language laboratory. Assignments will depend on the preparation and interest of the student. By arrangement with the Head of the Department of Foreign Languages.

FRENCH

111 and 112 *First-Year French* Each 4 sem. hrs.

Pronunciation; essentials of grammar; exercises in hearing, speaking, and writing French; reading of material of graded difficulty.

115 and 116 *Second-Year French* Each 4 sem. hrs.

Class reading of short stories, plays, and essays. Grammar review, oral and written composition. Prerequisite: French 112 or two years of high-school French.

203 *French for the Elementary School* 3 sem. hrs.

Practical exercises in the preparation and the use of classroom materials, such as drills, games, songs, etc. Discussion of objectives, methods, and techniques. Demonstration and use of audio-visual aids. Observation of classes. Required of a Resource Person in French in Elementary Education. Prerequisite: French 116; a French pronunciation test.

211 *Modern French Novel* 4 sem. hrs.

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Prerequisite: French 116.

216 *Modern French Drama* 4 sem. hrs. (Formerly 215 and 216)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Prerequisite: French 116.

217 *Civilisation française* 2 sem. hrs.

French people and institutions as background for the French teacher. Prerequisite: French 116.

221 and 222 *Survey of French Literature* Each 3 sem. hrs.

French literature from the seventeenth to the twentieth century, with special emphasis on classical tragedy and comedy. Prerequisite: French 116.

231 *Advanced French Composition and Conversation* 2 sem. hrs.

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages. Prerequisite: French 116.

232 *French Lyric Poetry* 3 sem. hrs.

Reading of French Lyrics from the 16th century to the present; study of the schools of poetry; *explication de texte*. Oral reading. Prerequisite: French 116.

301 *French Romanticism* 3 sem. hrs.

Reading of poetry, novels, plays, criticism, stories, and history. Class conducted in French. Prerequisite: French 221, 222.

302 *French Classicism* 3 sem. hrs.

Reading of plays by Corneille, Racine, and Moliere, and of selections from other seventeenth century writers. Class conducted in French. Prerequisite: French 221, 222.

318 *Moliere* 3 sem. hrs.

Major comedies of Moliere, together with some of the farces and comedies ballets.

GERMAN

111 and 112 *First-Year German* Each 4 sem. hrs.

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 and 116 *Second-Year German* Each 4 sem. hrs.

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to the work of Lessing, Schiller, or Goethe. Grammar review; oral and written composition. Prerequisite: German 112 or two years of high-school German.

211 *German Novel* 4 sem. hrs.

Rapid reading in the novel and *Novelle* from Goethe to the present time. Prerequisite: German 116.

216 *German Drama* 4 sem. hrs.

Lectures and readings of representative works of outstanding German, Austrian, and Swiss dramatists. Prerequisite: German 116.

221 and 222 *Survey of German Literature* Each 3 sem. hrs.

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. Prerequisite: German 116.

223 *German Prose of the Twentieth Century* 2 sem. hrs.

The novels and short stories of particularly Hesse, Musil, and Mann. Class reading, individual reports, and discussions. Lectures present the total contribution of authors in the light of contemporary thought and trends. Prerequisite: German 116.

231 *Advanced German Conversation and Composition* 2 sem. hrs.

Written and oral composition and conversation based on building adequate vocabulary and pronunciation. Extensive laboratory work in listening and pronouncing is an integral part of this course. Prerequisite: German 116.

232 *German Lyric Poetry* 4 sem. hrs.

Reading and interpretation of German lyric poetry from 800 A.D. to the present. Prerequisite: German 116.

302 and 303 *Schiller and Goethe* Each 3 sem. hrs.

Classic German literature with emphasis on the dramas of Goethe and Schiller. Lectures, collateral reading, and reports. Prerequisite: Two courses in German beyond 116.

318 *Goethe's Faust* 3 sem. hrs.

A critical study of Parts I and II of *Faust* as literature and as an expression of Goethe's philosophy. Lectures, assigned readings, and reports. Prerequisite: Two courses in German beyond 116

LATIN

111 and 112 *Beginning Latin* Each 4 sem. hrs.

The equivalent of the first two years of high-school Latin, planned especially for students who wish to be Latin teachers but had no opportunity for Latin study in high school.

115 *Intermediate Latin* 4 sem. hrs.

Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations. Prerequisite: Latin 112 or two years of high-school Latin.

116 *Vergil* 4 sem. hrs.

Aeneid, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. Prerequisite: Latin 115 or three years of high-school Latin.

201 and 202 *Survey of Latin Literature* Each 4 sem. hrs.

Introduction to the history and development of Latin literature. Translation of representative selections from the works of the most important authors of the Republic and Empire. Prerequisite: Latin 116 or three years of high school Latin.

211 *Cicero's Essays* 3 sem. hrs.

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. Prerequisite: Latin 202.

212 *Plautus and Terence* 3 sem. hrs.

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. Prerequisite: Latin 202.

215 *Latin Prose Composition* 2 sem. hrs. (Formerly 117)

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. Prerequisite: Latin 202.

222 *Martial's Epigrams* 2 sem. hrs.

Reading of Latin poetry and a study of social life under the emperors. Prerequisite: Two literature courses beyond Latin 202.

225 *Latin-English Etymology* 2 sem. hrs.

Relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who have a first or second teaching field in Latin. Prerequisite: Latin 116.

226 *Roman Civilization* 2 sem. hrs.

Background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who have a first or second teaching field in Latin.

231 *Ovid, Metamorphoses* 3 sem. hrs.

Translation, scansion, and reading of the passages most helpful to the teacher of Latin. Prerequisite: Latin 202.

232 *Selections from Caesar's Gallic Wars* 3 sem. hrs.

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. Prerequisite: Latin 202.

234 *Livy* 3 sem. hrs. (Formerly 118)

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. Prerequisite: Latin 211.

301 and 302 *History of Latin Literature* Each 3 sem. hrs.
(Formerly 401 and 402)

Development of Latin literature from its beginning to the close of the Republic. Works of the writers of the Empire period. Translation of representative selections.

315 *Horace: Odes and Epodes* 3 sem. hrs. (Formerly 415)

Translation and the metrical reading of Latin Poetry. Life in the Augustan Age and Horace's philosophy of life.

316 *Roman Satire* 3 sem. hrs.

The history and development of satire as a literary genre; reading of representative selections from Ennius, Lucilius, Horace, Perius, and Juvenal; a consideration of their influence upon later literature.

318 *Tacitus* 2 sem. hrs.

Agricola and Germania. An introduction to the prose of the Silver Period.

319 *Selections From the Letters of Cicero and Pliny* 2 sem. hrs.
(Formerly 417)

Translation of some of the letters of Cicero and Pliny, with special attention to the details of Roman life and manners revealed by them in two periods of Roman history. Study of the letters both as human documents and as literary compositions.

RUSSIAN

111 and 112 *First Year Russian* Each 4 sem. hrs.

The Cyrillic alphabet; pronunciation; essentials of grammar; aural and oral exercises to secure mastery of basic Russian speech patterns; reading for accurate comprehension; simple written exercises based on the reading.

115 and 116 *Second Year Russian* Each 4 sem. hrs.

Reading of simple Russian prose. Practice on pronunciation both in class and in laboratory. Some review of grammar. Prerequisite: Russian 112 or two years of high school Russian.

211 and 212 *Russian Prose Fiction* Each 4 sem. hrs.

Reading of short stories and novels by such authors as Pushkin and Chekhov. Prerequisite: Russian 116.

215 *Russian Drama* 4 sem. hrs.

Class and collateral reading of representative Russian plays by Gogol, Ostrovsky, Chekhov, and others. Prerequisite: Russian 116.

221 and 222 *Survey of Russian Literature* Each 3 sem. hrs.

Background information for teachers of Russian on life, culture, and institutions in Czarist Russia as well as in the Soviet Union. Prerequisite: Russian 116.

223 *Russian Writers of the Twentieth Century* 4 sem. hrs.

Reading of representative works of Bunin, Gorky, Sholokhov, Mayakovsky, Pasternak, and Evtushenko. Prerequisite: Russian 116.

231 *Advanced Russian Conversation and Composition* 2 sem. hrs.

Written and oral composition, conversation based on building adequate vocabulary and pronunciation. Extensive laboratory work in listening and pronouncing is an integral part of this course. Prerequisite: Russian 116.

SPANISH

111 and 112 *First-Year Spanish* Each 4 sem. hrs.

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

115 and 116 *Second-Year Spanish* Each 4 sem. hrs.

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition. Prerequisite: Spanish 112 or two years of high school Spanish.

203 *Spanish for the Elementary School* 3 sem. hrs.

Practical exercises in the preparation and the use of classroom materials, such as drills, games, songs, etc. Discussion of objectives, methods, and techniques. Demonstration and use of audio-visual aids. Observation of classes. Required of a Resource Person in Spanish in Elementary Education. Prerequisite: Spanish 116 and a pronunciation test.

211 *Modern Spanish Novel* 4 sem. hrs.

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

216 *Modern Spanish Drama* 4 sem. hrs.

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

217 *Civilización española* 1 sem. hr.

Life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. Prerequisite: Spanish 116.

218 *Civilización Hispanoamericana* 1 sem. hr.

Present-day cultural background of Spanish speaking countries in the Americas. Prerequisite: Spanish 116.

221 and 222 *Survey of Spanish Literature* Each 3 sem hrs.

Spanish literature from the beginning through the Golden Age and until the present. Prerequisite: Spanish 116.

231 *Advanced Spanish Composition and Conversation* 2 sem. hrs.

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar. Prerequisite: Spanish 116.

242 *Survey of Spanish-American Literature* 3 sem. hrs

(Formerly 222)

Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

301 *Spanish-American Literature* 3 sem. hrs.

(Formerly 401)

History of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

309 *Spanish Phonetics* 2 sem. hrs.

A scientific study of the speech sounds of Castilian Spanish.

310 *Sintaxis española* 2 sem. hrs.

A descriptive study of modern Spanish with frequent reference to psychological and historical forces that have influenced its present form.

332 *Spanish Drama of the Siglo De Oro* 3 sem. hrs. (Formerly 232)

Class and collateral reading of selected plays from the great dramatists of Spain's Golden Age. Prerequisite: Spanish 216.

392 *Problems in the Teaching of Spanish* 2 sem. hrs.

Re-evaluation of traditional methods of teaching Spanish. Examination and evaluation of modern techniques. Problems related to the teaching of Spanish in general. Problems related to specific methods and techniques.

FRENCH

(See Foreign Language)

GEOGRAPHY

(Including Geology)

TEACHING STAFF

Head of the Department: Arthur W. Watterson. Office: Schroeder Hall 125.

Professors: Paul J. Brand, Edna M. Gueffroy, Arthur W. Watterson.

Associate Professors: Kermit M. Laidig, James E. Patterson, Stanley B. Shuman, John E. Trotter.

Assistant Professors: Richard R. Hart, Paul F. Mattingly, E. Joan Miller, Else A. Schmidt, Thomas K. Searight, David L. Wheeler.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Geography: 100, 105, 110, 115, 175, 180, 185, 205. For group V, Geography 120, 130, 135, 215, 220, 225, 230, 240, 245, 255, 260, 265.

FIRST FIELD REQUIREMENTS IN GEOGRAPHY

Courses in Geography must total 32 semester hours. The following specific courses are required: 110, 115, 130, 175, 180, 215, 300, 315. Students must take a minimum of eight hours in regional geography courses.

SECOND FIELD REQUIREMENTS IN GEOGRAPHY

Courses in Geography must total 22 semester hours. The following specific courses are required: 110, 115, 130, 175, 215.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first teaching field in Geography may elect this second field by taking the following 30 semester hours: Biological Sciences 121, 190, and two courses of 122, 123, 191, 192; Physical Sciences 112, 170, 171.

COURSES IN GEOGRAPHY

100 *Introduction to Earth Science* 3 sem. hrs. (Formerly 101)

A survey of the features of the physical environment. Designed to develop an understanding of the earth as the home of man.

105 *Earth and Space* 2 sem. hrs. (Formerly 125)

Galaxies, stars and their evolution, and the planets of our solar system; emphasis on theories dealing with origins of the universe and solar system.

110 *Weather* 2 sem. hrs. (Formerly 115)

Weather elements, processes, and types. Significance of these in weather observation, analysis, charting, and forecasting basic to understanding of weather and climate. Field trip to U.S. Weather Bureau Station when practicable.

115 *Climate* 2 sem. hrs. (Formerly 116)

Climatic elements and controls. Classification of climates, climatic types, and world climatic regions. Prerequisite: Weather 110.

120 *Geography of Soils* 3 sem. hrs. (Formerly 150)

Non-technical study of the major soil groups; pedogenesis, characteristics, and classification. Distribution and importance in major world regions and in underdeveloped areas; emphasizes soils in the United States. Field excursions.

125 *Maps in Education* 2 sem. hrs. (Formerly 118)

Role of maps in the classroom. Exercises in map reading, examination of map types, and elementary map reproduction. Techniques of map purchasing for classroom use.

130 *Economic Geography* 3 sem. hrs. (Formerly 113)

Economic activities of man in their regional associations. Production and distribution of leading commodities. Chief routes of trade and transportation as related to areas of production and markets.

135 *Geography of Peoples of the World* 3 sem. hrs. (Formerly 103)

A regional study of the peoples of the world based upon the various culture patterns as related to earth environment. Not recommended for students with a first or second field in Geography.

140 *Conservation Clinic* 1 sem. hr. (Formerly 121)

An intensive week of field and classroom work in conservation.

175 *Physical Geology* 4 sem. hrs. (Formerly 111)

Nature, properties, and structure of the earth's crust and development of the landscape. Three hours of lecture; two hours of laboratory. A one-day field trip required.

180 *Historical Geology* 4 sem. hrs. (Formerly 112)

Origin and structure of the earth. History of the earth as revealed by the rock strata and the evolution of plant and animal life as shown by fossils. Practical experience with topographic maps and geologic folios. Three hours of lecture; two hours of laboratory. A one-day field trip is required. Prerequisite: Geography 175.

185 *Common Rocks and Minerals* 2 sem. hrs.

Genesis, description, classification, and identification of common rocks and minerals, lecture and laboratory.

200 *Elements of Political Geography* 3 sem. hrs. (Formerly 216)

An introduction to the physical, cultural, and economic elements of political geography. A review of selected contemporary world problems with emphasis on geographic backgrounds. A consideration of the contribution of geography to a study of current affairs.

205 *Conservation of Natural Resources* 3 sem. hrs. (Formerly 219)

Conservation of soil, water, forest, wildlife, mineral, and recreational resources in the United States. Resource characteristics, problems, and conservation practices are considered. Field trips when feasible.

210 *Historical Geography of the United States* 2 sem. hrs. (Formerly 213)

A survey of the geography of earlier times. Emphasis on exploration and initial settlement in distinctive regions of the United States.

215 *Geography of the United States* 3 sem. hrs. (Formerly 201)

Survey of the major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns. Emphasis upon land use associations in both rural and urban areas.

220 *Geography of Illinois* 2 sem. hrs. (Formerly 212)

A regional survey of the physical environment and patterns of human occupancy including agriculture, industry, transportation, and utilization of mineral resources.

225 *Geography of Canada and Alaska* 2 sem. hrs. (Formerly 205)

Survey of natural regions; resources, economic activities, settlement patterns, interregional and international relations.

230 *Geography of South America* 3 sem. hrs. (Formerly 215)

A regional analysis of the major political units with emphasis on physical, cultural, and economic characteristics.

240 *Geography of Europe* 3 sem. hrs. (Formerly 217)

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions. Attention to the present nations of Europe, their relationships to each other and to the United States.

245 *Geography of the Soviet Union* 2 sem. hrs. (Formerly 214)

Emphasis on physical resource patterns and their significance to the industrial and agricultural land use and to the general economic and political development.

250 *Geography of Africa* 2 sem. hrs. (Formerly 226)

Regional study of Africa. Emphasis upon the patterns of society as related to the natural environment. The role of Africa in world affairs.

255 *Geography of Asia* 3 sem. hrs. (Formerly 220)

A survey of the countries, regions, and peoples of Asia. Detailed study of selected regions, specific localities, and special problems.

260 *Geography of Australia and New Zealand* 2 sem. hrs. (Formerly 225)

Physical and cultural resource patterns. Emphasis on the population sustaining capacity and economic importance of Australia and New Zealand.

265 *Geography of the Pacific Islands* 2 sem. hrs. (Formerly 209)

Physical patterns, natural resources, current problems, and strategic importance. Interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people.

270 *Field Survey of Illinois* 3 sem. hrs. (Formerly 230)

A reconnaissance survey of the distinctive regions of Illinois, including the Chicago industrial area, the major agricultural regions, mining districts, various state parks, and other areas of special interest. Opportunity for intensive study of local units of occupancy.

275 *Life of the Geologic Past* 2 sem. hrs.

Development of plants and animals from the most primitive early forms to modern types. Discussion includes the origin, classification, and evolution of life.

300 *Cartography and Graphics* 3 sem. hrs. (Formerly 395)

Graphic representation of statistical data, including compilation and preparation of various types of maps and graphs. Map projections, scales, symbolisms, dot maps, and their use.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off the campus. The areas to be studied, participating departments, and credit hours available in the several departments, will be announced each time the course is offered.

310 *Techniques of Field Work* 3 sem. hrs. (Formerly 403)

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of the time in the field doing original study and mapping.

315 *Methods and Concepts in American Geography* 2 sem. hrs. (Formerly 324)

A survey of selected professional publications designed to acquaint the student with the development of basic concepts and methods in American Geography. Enables the student to evaluate geographic viewpoints and approaches in research and teaching.

325 *World Population and Resources* 3 sem. hrs. (Formerly 420)

Population growth and resource distribution and their impact on national policy, levels of living, education, food supply, and mineral resources.

335 *Industrial Geography* 3 sem. hrs. (Formerly 405)

Distribution and locational factors influencing distribution of American industries. Relationship of American industries to world industrial patterns.

340 *Climates of the Continents* 2 sem. hrs. (Formerly 401)

Climates of the various continents and associated controls. Analysis of classifications of climate and problems of climatic classification.

345 *Problems in Conservation* 3 sem. hrs. (Formerly 412)

Investigation of specific problems in conservation of soils, water, forests, wildlife, minerals, and recreational land. These problems are explored in their complex national, regional, and local contexts.

360 *Organization of Instructional Materials in Geography* 2 sem. hrs. (Formerly 408)

Practical experience in selection and organization of geographic materials for instructional purposes. Basic principles and professional techniques. Nature of distinctly geographic understandings. Individual work in area of student's choice.

375 *Economic Geology* 3 sem. hrs.

Earth materials of economic importance. Characteristics and uses of common metallic and non-metallic minerals and rocks. Prerequisite: Geography 175.

380 *Geomorphology* 3 sem. hrs.

Detailed study of the origin, classification, description, and interpretation of land forms. Prerequisite: Geography 175.

385 *Invertebrate Paleontology* 4 sem. hrs.

Concepts of evolution, taxonomy, and paleontological species; invertebrate phyla, with emphasis on groups with paleoecologic and stratigraphic significance. Three hours of lecture, three hours of laboratory. Prerequisite: Geography 180, or Geography 275, and Biological Sciences 191.

GERMAN

(See Foreign Languages)

HEALTH

(See Biological Sciences)

HEALTH AND PHYSICAL EDUCATION

TEACHING STAFF (MEN)

Head of the Department: Burton L. O'Connor. Office: Horton Physical Education Building.

Professors: Arley F. Gillett, Eugene L. Hill, Burton L. O'Connor.

Associate Professors: Joseph T. Cogdal, James E. Collie, Howard J. Hancock, Eugene E. Stish.

Assistant Professors: Warren S. Crews, Paul F. Dohrmann, Harold E. Frye, Archibald Harris, Carl D. Heldt, Jimmie D. Scott, J. Russell Steele, Edwin G. Struck.

Instructors: Jack D. Butt, John A. Gelch, Richard F. Irvin, Robert W. Koehler, Robert L. Metcalf, Wayne O. Truex.

TEACHING STAFF (WOMEN)

Head of the Department: Ellen Davis Kelly. Office: McCormick Gymnasium 104.

Professors: Bernice G. Frey, Miriam Gray, Ellen Davis Kelly.

Associate Professors: Barbara C. Hall, Margaret L. Jones.

Assistant Professors: Ruth Bird, Faith Clark, Edna Engberg, Betty J. Keough, Eva R. Parrish.

Instructors: Ellen M. Abshire, Beverly A. Ball, Anna J. Bolender, H. Carolyn Goings, G. Laurene Mabry, Marjorie F. Martin, Kaye McDonald, Joanna Midtlyng, Deloris Mikesell, Marita L. Nelson, Beverly Ann Nichols, Shirley Perry, Jo A. Redmon, Barbara Sailors, Bobbie Nell Schmidt, Alma Stoddard, Donna Jo Workman.

GENERAL EDUCATION COURSES

To meet the requirements of Physical Education in group IV, students may take any courses numbered 101 through 149.

MEN: FIRST FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 150, 151, 152, 153, 154, 181, 182, 208, 242, 282, 341. It is recommended that one semester hour in folk and social dance be completed.

MEN: SECOND FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 24 semester hours. The following specific courses are required: 150, 151, 152, 181, 182, 208, 242, 341.

WOMEN: FIRST FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 120, 123, 155, 156, 157, 158, 160, 162, 181, 182, 222 or 223, 235, 242, 282, 341, 347, 360, 383.

WOMEN: COMPREHENSIVE FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

A second teaching field is not necessary with the comprehensive field. Courses in Health and Physical Education must total 50 semester hours. The following specific courses are required: 120, 123, 155, 156, 157, 158, 160, 162, 180, 181, 182, 222, 223, 235, 236, 242, 282, 341, 347, 360, 383.

WOMEN: SECOND FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 22 semester hours. The following specific courses are required: 120, 155, 156, 157, 158, 160, 222 or 223, 235, 236, 242, 341, 360.

MEN AND WOMEN: SECOND FIELD REQUIREMENTS IN DANCE EDUCATION

Courses must total 22 semester hours. Related electives, selected from at least two fields outside of first teaching field, should be approved by the Head of the Department of Health and Physical Education for Women.

For women with a first field in health and physical education, the following specific courses are required: 124 or 125, 361, a minimum of 5 hours elected from dance courses beyond those required for the first field, and 13 hours of guided electives in at least two related fields outside of first teaching field.

For all other students, the following specific courses are required: 120 or 121 or 122, 123, 124 or 125, 160, 162, 181, 182, 235, 282, 360, 361, and 1 hour of approved electives in related fields.

COURSES IN HEALTH AND PHYSICAL EDUCATION— MEN AND WOMEN

Courses for men only are designated with an M after the course title. Courses for women only are designated with a W after the course title. Where no designation is made, courses are offered for both men and women.

Physical Education courses required for all students for general education must be chosen from courses numbered 101 through 149.

100 *Adapted Recreational Activities--M* ½ sem. hr. (Formerly 119)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

101 *Archery--M* ½ sem. hr. (Formerly 105)

Beginning course in archery stressing individual skills.

102 *Badminton--M* ½ sem. hr. (Formerly 103)

Practical course in badminton arranged primarily for the beginning player.

103 *Basketball--M* ½ sem. hr. (Formerly 118)

Emphasis is upon the play of the individual and development of individual skills.

106 *Golf--M* ½ sem. hr. (Formerly 109)

Practical course in golf arranged primarily for the beginning player.

107 *Gymnastics I* ½ sem. hr. (Formerly 111)

Training in gymnastics, apparatus, stunts, and tumbling.

108 *Gymnastics II* ½ sem. hr. (Formerly 112)

Advanced training in gymnastics, apparatus, stunts, and tumbling. Prerequisite: Health and Physical Education 107.

110 *Social Games for Recreation--M* ½ sem. hr. (Formerly 116)

Activities for social gatherings and parties, and entertainment for school and community groups.

111 *Softball--M* ½ sem. hr. (Formerly 113)

Practicing the fundamentals of individual and team play.

112 *Soccer--M* ½ sem. hr. (Formerly 114)

Emphasis is upon the play of the individual and development of individual skills.

113 *Tennis--M* ½ sem. hr. (Formerly 101)

Beginning course in tennis stressing individual skills.

114 *Tennis--M* ½ sem. hr. (Formerly 102)

Advanced course in tennis with emphasis on singles and doubles play. Open only to those who have completed Health and Physical Education 113.

115 *Touch Football--M* ½ sem. hr. (Formerly 117)

Practice and the development of fundamental skills in football types of games.

116 *Volleyball--M* ½ sem. hr. (Formerly 107)

Practicing the fundamentals of individual and team play.

117 *Weight Lifting--M* ½ sem. hr. (Formerly 142)

Beginners course in weight lifting stressing fundamentals and variety of experiences for body conditioning and improvement.

118 *Beginning Wrestling--M* ½ sem. hr. (Formerly 115)

Instruction and practice in beginning skills of wrestling.

119 *Advanced Wrestling--M* ½ sem. hr. (Formerly 141)

Instruction and practice in the advanced skills and techniques of wrestling. Prerequisite: Health and Physical Education 118.

120 *Social, Square, and Folk Dance* 1 sem. hr.

Development of knowledge and skill in folk and national dances, American country dances, and social dancing. Cultural influences in the folk arts.

121 *Intermediate Square and Round Dance* 1 sem. hr.

Participation in a variety of American square and round dances for schools and adult recreational groups. Opportunities for practice in square dance calling. Knowledge of cultural role of the American square dance. Prerequisite: Health and Physical Education 120.

122 *Intermediate Social and Folk Dance* 1 sem. hr.

Knowledge and skill in social dance and international folk dances beyond the beginner's level. Understanding of historical and national character of the dances of a people. Prerequisite: Health and Physical Education 120.

123 *Beginning Modern Dance* 1 sem. hr.

Basic movement vocabulary with exploration in movement sequences. Individual and group studies in elements of composition. Emphasis on kinesthetic awareness of movement.

124 *Intermediate Modern Dance* 1 sem. hr.

More advanced techniques with special emphasis on the development of movement themes as motivated by specific content. Understanding the use of art principles in choreography and accompaniment. Prerequisite: Health and Physical Education 123.

125 *Dance Composition* 1 sem. hr.

Experience in several forms of group and individual composition in dance, including a study of elements of production: choreography, costume, lighting, and stage design; utilization of varied types of accompaniment. Prerequisite: Health and Physical Education 124.

127 *Beginning Swimming* 1 sem. hr.

For non-swimmers and beginners who must be in shallow water. Special attention to individual needs.

128 *Beginning Swimming (continued)* 1 sem. hr.

For beginners who need additional instruction and practice in shallow water. Prerequisite: Health and Physical Education 127.

129 *Intermediate Swimming and Diving* 1 sem. hr.

For deep water swimmers to learn and develop basic skills in the front crawl, back crawl, side stroke, breast stroke, elementary diving, and other aquatic skills. Opportunity to earn the American Red Cross Intermediate and Swimmers Certificates.

130 *Advanced Swimming and Diving* 1 sem. hr.

For the swimmer to learn advanced strokes, to refine basic strokes, and to increase endurance. Introduction to competitive swimming.

131 *Senior Life Saving* 1 sem. hr.

For highly skilled swimmers to learn special skills for life saving, forms of rescue, rescue techniques, and water safety procedures. Opportunity to earn American Red Cross Senior Life Saving Certificate. Prerequisite: American Red Cross Swimmers or Advanced Swimmers skill level.

132 *Water Safety Instructors Course* 1 sem. hr.

For highly skilled swimmers to learn class teaching procedures and to analyze swimming skills according to the American Red Cross standards. Opportunity to earn American Red Cross Water Safety Instructors Certificate. Prerequisite: Current American Red Cross Senior Life Saving Certificate.

133 *Selected Experiences--W* 1 sem. hr.

Individual, dual, and team sports; body mechanics; tumbling and apparatus; other activities selected according to student interests, needs, and proficiencies.

134 *Aquatic Art* 1 sem. hr.

For skilled swimmers to develop specialized skills in synchronized swimming strokes and their modifications, aquatic stunts and figures, floating patterns, and individual and group studies in elements of natography. Prerequisite: Health and Physical Education 129.

140 *Adapted Recreational Activities--W* 1 sem. hr.

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

150 *Introduction to Physical Education--M* 2 sem. hrs.

(Formerly 183)

A survey course directed toward a basic understanding of the function of physical education in public schools and the elements involved in the professional preparation of teachers.

151 and 152 *Physical Education Activities--M* 2 sem. hrs.

Basic seasonal developmental activities.

153 and 154 *Physical Education Activities--M* 2 sem. hrs.

Continuation of Health and Physical Education 151 and 152, extending the student's knowledge and skill in a wider variety of activities.

155 and 156 *Physical Education Activities--W* 2 sem. hrs.

Development of fundamental skills in individual and team activities.

157 and 158 *Physical Education Activities--W* 2 sem. hrs.

Continuation of Health and Physical Education 155 and 156, extending the student's knowledge and skill in a wider variety of activities.

160 *Fundamentals of Rhythm and Movement* 2 sem. hrs.

Development of the fundamental skills in rhythmic activities, including the exploration of rhythmic forms and movement. Prerequisite: Health and Physical Education 120.

162 *Dance for the Elementary School* 1 sem. hr.

Development of knowledge and skill in teaching creative rhythmic activities for elementary-school children.

172 *Camp Leadership* 2 sem. hrs.

Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.

173 *Introduction to Recreation* 3 sem. hrs.

Background, development, scope, and present status of recreation. Standards, problems, and relationships involved in public, private, and coordinated school-community programs. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. The program; methods of organizing and conducting group activities.

174 *School-Community Recreation* 3 sem. hrs.

Special problems in the development of school and community recreation. Practical work with such activities as games, party and outing events, crafts with simple materials, group singing, story-telling, hobby interests, and other leisure pursuits. Practical work in planning and conducting recreation.

180 *First Aid* 2 sem. hrs.

Prevention and care of accidents and sudden illness in the home, school, and community. Students successfully completing this course will receive standard and advanced Red Cross certificates.

181 *Anatomy and Physiology* 3 sem. hrs.

The gross structure and physiology of the human body with particular attention to the skeletal and muscular systems.

182 *Anatomy and Physiology* 3 sem. hrs.

A continuation of Health and Physical Education 181. Prerequisite: Health and Physical Education 181.

192 *Methods and Materials in Physical Activities--W* 3 sem. hrs.

Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

201 *Sports Officiating--M* 2 sem. hrs.

Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports. Prerequisite: Health and Physical Education 153 and 154.

202 *Sports Officiating--M* 2 sem. hrs.

Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports. Prerequisite: Health and Physical Education 153 and 154.

203 and 204 *Officiating--W* 1 sem. hr.

Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and certification to all who qualify will be granted by the national boards: the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.

208 *Intramural Management--M* 3 sem. hrs. (Formerly 231)

Practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

210 *Baseball Coaching--M* 3 sem. hrs. (Formerly 206)

Professional preparation of coaches in baseball.

211 *Basketball Coaching--M* 3 sem. hrs. (Formerly 207)

Professional preparation of coaches in basketball.

212 *Football Coaching--M* 3 sem. hrs. (Formerly 205)

Professional preparation of coaches in football.

213 *Track and Field--M* 3 sem. hrs. (Formerly 208)

Professional preparation of coaches in track and field.

221 *Physical Education for Elementary Schools* 3 sem. hrs.

Factors essential to program planning in physical education on the elementary level. This course is arranged primarily to aid teachers in service to meet the problems involved in planning the elementary physical education program. Students who have completed Health and Physical Education 222 or 223 may not take this course for credit.

222 *Physical Education for Lower Grades* 2 sem. hrs.

Factors essential to program planning in physical education in grades one through four. Types and progressions of activities; some participation in activities and in teaching.

223 *Physical Education for Upper Grades* 2 sem. hrs.

Factors essential to program planning in physical education in grades five through eight. Types and progressions of activities; some participation in activities and in teaching.

224 *Physical Education for Junior High Schools* 2 sem. hrs.

Factors essential to program planning in physical education for the junior high school. Types and gradations of activities included.

230 *Aquatic Program* 2 sem. hrs.

Study and analysis of different approaches for teaching beginning, intermediate, and advanced swimming classes; organization and administration of aquatic programs; supervision of pools and waterfronts; health and safety factors. Prerequisite: American Red Cross swimmers rating or equivalent skill.

231 *Swimming for Handicapped Children* 1 sem. hr. (Formerly 247)

Study of adaptations in techniques of swimming for handicapped children. Actual experience will be provided in cooperation with the Red Cross in teaching swimming to the handicapped children in the community. Must have Water Safety certificate.

235 and 236 *Participation in Teaching Techniques--W* 1 sem. hr.

Introduction to teaching techniques through directed observation and participation. Prerequisite: Health and Physical Education 157 and 158 or concurrent registration.

242 *Principles of Physical Education* 2 sem. hrs.

Basic biological, sociological, and psychological facts and principles underlying physical education; aims and objectives of physical education and its place in American life.

280 *Instructor's First Aid* 1 sem. hr.

Methods and materials for teaching first aid and prevention and care of accidents and sudden illness in the home, school, and community. Students who have had Health and Physical Education 281 may not take this course for credit. Prerequisite: Health and Physical Education 180.

281 *Instructor's First Aid* 3 sem. hrs.

Methods and materials for teaching first aid and prevention and care of accidents and sudden illness in home, school, and community. It includes standard, advanced, and instructor's Red Cross course content. Students who have had Health and Physical Education 180 or 280 may not take this course for credit. Offered in extension only.

282 *Kinesiology* 3 sem. hrs.

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in the teaching of physical education activities. Prerequisite: Health and Physical Education 181 and 182.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the Instructor, the Head of the Department, and the Dean of the Faculty.

304 *Teaching of Sports Activities* 2 sem. hrs. (Formerly 404)

Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the fall and winter months.

305 *Teaching of Sports Activities* 2 sem. hrs. (Formerly 405)

Teaching methods, officiating, organization, selection, and care of equipment, and safety procedures for selected sports usually taught during the spring and summer months.

**321 *The Elementary School Physical Education Program* 2 sem. hrs.
(Formerly 402)**

Principles and purposes of physical education in elementary schools. Current trends in program planning, recent research, methods of evaluation, school-community cooperation. Prerequisite: Health and Physical Education 221, 222, or 223.

340 *History of Physical Education* 2 sem. hrs.

The relationship, from ancient to modern times, between physical education and factors in society: economic, political, social, educational, and religious.

341 *Organization and Administration of Physical Education* 3 sem. hrs.

Factors essential to the administration and program development of physical education in elementary and secondary schools.

347 *Evaluation of Motor Performance* 3 sem. hrs. (Formerly 390)

Analysis of motor performance, using objective tests, subjective ratings, and achievement tests. Construction and evaluation of knowledge tests. Basic methods of interpreting test scores.

360 *Dance Techniques* 2 sem. hrs.

Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; practice in perfecting dance techniques. Prerequisite: Health and Physical Education 160.

361 *History of Dance* 3 sem. hrs.

History and development of dance as a cultural medium from primitive times to the present. Understanding of the function of dance in education, and the philosophies and social changes underlying current trends in theatrical and social forms of dance.

362 *Principles of Performance* 3 sem. hrs.

Principles governing public performance in physical education; dance, swimming, gymnastics, and other physical education activities. A survey of costuming, lighting, accompaniment, and related problems in production.

365 *Teaching of Rhythmic Activities* 2 sem. hrs. (Formerly 408)

Evaluation of dance methods for elementary and secondary school situations; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance. Prerequisite: Health and Physical Education 360.

366 *Studies in Dance* 2 sem. hrs. (Formerly 409)

Kinesiological understanding of movement; theory of dance; creative techniques; progressive experiences in individual and group composition; studies in design, rhythm, and dynamics.

367 *Problems in Dance* 2 sem. hrs. (Formerly 410)

Current problems in the teaching of dance on all levels, in the administration of dance curricula, in the planning and direction of dance recitals and demonstrations, in the organization and supervision of dance clubs and extra-curricular activities.

372 *Camp Experience with Physically Handicapped* 3 sem. hrs. (Formerly 346)

Actual experience as a counselor in a summer camp for physically handicapped children. Conferences and discussions on planning the child's day; general organization of activities, camp equipment, and program. A student may enroll for credit a second time. Prerequisite: Approval of the Director of the Division of Special Education and Head of the Department of Health and Physical Education for men or women.

373 *Workshop in Recreation and Camping* 3 sem. hrs. (Formerly 422)

Preparation of materials for use in recreation and camping situations; sources for obtaining materials, and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

383 *Body Mechanics and Corrective Procedures* 2 sem. hrs.

Methods, materials, and activities appropriate for the body mechanics and adapted physical education program in elementary and secondary schools. Prerequisite: Health and Physical Education 282.

384 *Diagnosis and Treatment of Athletic Injuries* 2 sem. hrs.

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. Prerequisite: Health and Physical Education 182.

385 *Physical Defects—Survey and Rehabilitation* 3 sem. hrs.

Physical defects of handicapped children and procedures used in their rehabilitation. For those preparing to teach special classes of physically-handicapped children. Includes special services, equipment, and activities used in the rehabilitation program. Lecture and laboratory. Also offered as Biological Sciences 385. Prerequisite: Health and Physical Education 282.

386 *Physical Education and Recreation for Handicapped Children* 2 sem. hrs. (Formerly 445)

Materials and methods involved in planning recreational programs for handicapped children and adolescents. Designed primarily for teachers of exceptional children and physical education. Prerequisite: Health and Physical Education 383 or Psychology 346, and 2-3 hours from Health and Physical Education 221, 222, 223, 224, or 321.

HISTORY

(See Social Sciences)

HOME ECONOMICS

TEACHING STAFF

Head of the Department: Florence Davis. Office: Turner Hall 134.

Professors: Florence Davis, Blossom Johnson

Associate Professor: Jacqueline Q. Karch

Assistant Professors: Mary E. Boaz, Margaret K. Bradford, Jeannie H. James, Hattie C. Lundgren, Alma B. Rousey.

Instructors: Lois R. Jett, Charlotte M. Upton.

Home Economics 110 is not required of students who enter the department after their Freshman year.

FIRST FIELD REQUIREMENTS IN HOME ECONOMICS

Courses in Home Economics must total 44 semester hours. The following specific courses are required: 106; 110; 111; 113; 120; 121 and/or 122; 123; 124; 130; 131; 132; 212; 236; 238; 240; 244; Art 111.

COMPREHENSIVE FIELD REQUIREMENTS IN HOME ECONOMICS

A second teaching field is not necessary with the comprehensive field.

Courses in Home Economics (or related fields, as shown below) must total 56 semester hours. The following specific courses are required: 106; 110; six hours of 111, 113; 120; 121 and/or 122; 123; 124; 130; 131; 132; 211; 212; 231; 235; 236; 238; 240; 244; 250; Art 111. The following courses may be used toward the 56 semester hours required: Art 109, 116, 126, 140, 211; Industrial Arts 122; Social Sciences 166, 261, 262.

SECOND FIELD REQUIREMENTS IN HOME ECONOMICS

This field emphasizes the area of family-life education. Courses in Home Economics must total 24 semester hours. The following specific courses are required: 106, 111 or 113, 120, 121 or 122, 130, 131, 234, 238.

COURSES IN HOME ECONOMICS

106 *Nutrition* 2 sem. hrs.

Survey of the nutritional needs of the college student and his family. Includes knowledge of composition of foods to insure wise consumer buying. Parallels or precedes Home Economics 111. Special section, with laboratory, for students in Special Education; emphasis on nutrition in the school lunch program with units suitable at each grade level.

110 *Introduction to Home Economics* 1 sem. hr.

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111 *Meal Planning* 3 sem. hrs.

Selection, preparation, and service of breakfasts, luncheons, and teas for the family. Includes preservation of foods. Planned for students with little or no previous high school courses in meal preparation. Parallels or follows Home Economics 106.

113 *Meal Planning* 3 sem. hrs.

Selection, preparation, and service of dinners for the family; includes nutritive needs, consumer buying, and meal management. Prerequisite: For first and comprehensive field, Home Economics 111.

120 *Introduction to Textiles* 2 sem. hrs.

Emphasizes the consumer approach to the intelligent judgment of textile products for the home and for the wardrobe; how the current market situation affects values; also the importance of finishes, standardization, and labels.

121 *Beginning Clothing* 3 sem. hrs.

Basic fundamentals of the selection of fabrics and patterns; the interpretation and use of commercial patterns; the basic principles of construction and fitting; work with easy-to-handle textures. For those who have had very little or no experience.

122 *Clothing* 3 sem. hrs.

For students with some clothing experience. More difficult patterns, fabrics, and construction techniques than used in Clothing 121.

123 *Costume Design* 2 sem. hrs.

Essentials of design applied to dress. Discriminating judgment in selection of appropriate clothes for wardrobe needs of the individual.

124 *Clothing* 3 sem. hrs.

Advanced pattern study and experience working with a variety of fabrics and fitting problems. Prerequisite: Home Economics 122.

130 *The Child* 3 sem. hrs.

Prenatal care; the physical, mental, emotional, and social behavior of young children in the home and other situations involving children.

131 *Marriage and the Family* 3 sem. hrs.

Marriage and the family with emphasis on mate selection, preparation for marriage, legal aspects of marriage, and present day family life. Emphasis on the home as it affects the development of the family and its individual members.

132 *Home Management* 3 sem. hrs.

Principles of management in the home; management of money, time, and energy in relation to family living.

211 *Nutrition and Dietetics* 2 sem. hrs.

Principles of nutrition applied to the family. Practice in planning, adjusting and preparing dietaries for specific needs of individuals. Prerequisite: Home Economics 106.

212 *Family Health and Home Nursing* 2 sem. hrs.

Application of the scientific principles of nutrition to the needs of the child at different ages. Includes a unit in home nursing. Prerequisite: Home Economics 106.

221 *Tailoring* 3 sem. hrs.

Suit and coat making, fully lined, using recognized tailoring techniques; emphasizes the complete costume and comparative ready made products. Prerequisite: Home Economics 124.

231 *Family Relationships* 2 sem. hrs.

Factors that promote satisfaction in democratic family living and the interrelationships of the family and the community. Includes the teaching of Family Relationships in secondary schools.

234 *Home Management Experiences* 3 sem. hrs.

Residence in the home management houses for the purpose of instruction in all phases of home-making responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Required of Home

Economics minors and open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. Prerequisite: Home Economics 111 or 113.

235 *Consumer Economics* 2 sem. hrs.

Problems of the consumer in buying goods and services to satisfy needs and wants; methods of improving consumer buying.

236 *Home Management House* 3 sem. hrs.

Principles underlying management of a home are put into practice during nine weeks residence in the home management house. There is direct experience in management and sharing in the various activities involved in the group living of the student in residence. Prerequisite: Home Economics 111, 113, 131 and 132.

237 *Slip Covers and Draperies* 2 sem. hrs.

Experience in the application of art principles to interior decoration through the selection and construction of draperies and slip covers. Students furnish their own projects. Prerequisite: Some sewing experience.

238 *Housing and Home Furnishing* 3 sem. hrs.

Significance of community planning; recognition of issues considered in determining housing for the American family; room relationship, financing, modern methods and materials. The home environment and its part in developing a satisfactory home with reference to efficiency, beauty, comfort, and economy.

240 *Household Equipment* 2 sem. hrs.

Principles which should guide in the selection, operation, care, and convenient arrangement of equipment in the home.

244 *Philosophy and Organization of Vocational Home Economics* 3 sem. hrs.

Growth and development of the home economics movement and the philosophy and organization of vocational programs. Includes observation and participation in typical high school home economics classes.

245 *Home Economics Adult Education* 2 sem. hrs.

Current trends in adult education for homemakers. Organization and methods used in adult programs are studied, observed, and evaluated. Practical experience in planning and teaching of adults.

250 *Child Development and Guidance* 2 sem. hrs.

Significant areas of research as it contributes to the understanding and guidance of child behavior.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and Dean of the Faculty.

301 *Evaluation in Home Economics* 2 sem. hrs. (Formerly 401)

Examination of various concepts of evaluation and basic principles involved. Study of methods and techniques. Opportunity to work on individual problems.

304 *Curriculum Development in Home Economics* 3 sem. hrs. (Formerly 404)

Principles of curriculum development as applied to Home Economics. Attention given to organization, methods, materials, and evaluation in relation to type of program and age level. Opportunity to work on individual or group problems.

313 *Food Customs Around the World* 2 sem. hrs. (Formerly 213)

An appreciation course considering the food customs of other nations and how they have influenced American meal patterns. Includes laboratory preparation.

316 *Food Investigations* 3 sem. hrs.

Opportunity is given the student to do preliminary research into various cookery problems according to needs and interests. Evaluation of present accepted methods is challenged and revised. Prerequisite: Home Economics 111 or 113.

320 *Demonstration Cookery* 2 sem. hrs. (Formerly 220)

Development of desirable techniques and standards for the use of the demonstration method of presentation of food preparation. Critical evaluation of individual and team demonstrations suitable for use in teaching, club work and adult education classes. Prerequisite: Home Economics 113.

322 *Problems in Clothing* 3 sem. hrs.

Economics of clothing; children's clothing. Advanced construction experiences including pattern making or draping. Prerequisite: Home Economics 124.

323 *Advanced Textiles* 2 sem. hrs.

Survey of recent developments in the textile field, particularly the man-made fibers and their products. Attention given to the textile market situation's significance to the consumers. Prerequisite: Home Economics 120.

INDUSTRIAL ARTS

TEACHING STAFF

Head of the Department: Charles B. Porter. Office: Turner Hall 138.

Professors: William D. Ashbrook, John L. Johnston, Charles B. Porter.

Assistant Professors: Claude A. Bell, Roger D. Blomgren, C. M. Hammerlund, Francis C. Kenel, Willard J. McCarthy, Philip J. O'Leary, Frank E. Sharkey, Joe E. Talkington.

Instructors: Leven M. Dowdall, Max L. Honn, William V. White, W. Perry Young.

GENERAL EDUCATION COURSE

To meet requirements for group V, students may choose Industrial Arts 127.

FIRST FIELD REQUIREMENTS IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 37 semester hours. The following specific courses are required: 111; 113 or 114 or 211; 108 or 127; 121; 132; 141; 151; 200 or 201; three courses from 133, 142 or 241 or 242, 152, 223. At least 8 semester hours must be completed in three of the following areas: drawing, electricity, graphic arts, metals, woods.

COMPREHENSIVE FIELD REQUIREMENTS IN INDUSTRIAL ARTS

A second teaching field is not necessary with the comprehensive field.

Courses in Industrial Arts must total 60 semester hours. The following specific courses are required: 108, 111, 113, 114 or 211, 121, 127, 132, 133, 141, 142 or 241 or 242, 151, 152, 200 or 201, 223. Related courses in Art and

in other departments (approved by the Head of the Department of Industrial Arts) may be included in the 60 semester hours. At least 8 semester hours must be completed in four of the following areas: drawing, electricity, graphic arts, metals, woods.

SECOND FIELD REQUIREMENTS IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 24 semester hours. The following specific courses are required: 111, 113 or 114 or 211, 121, 132, 141, 200 or 201. At least 8 semester hours must be completed in one of the following areas: drawing, electricity, graphic arts, metals, woods.

SECOND FIELD REQUIREMENTS IN SAFETY AND DRIVER EDUCATION

Courses in Industrial Arts and specified related fields must total 20 semester hours. The following specific courses are required: Industrial Arts 171, 272, 373, 374; 375 and/or 376; electives to be chosen from Health and Physical Education 180, Psychology 232, Social Sciences 252.

COURSES IN INDUSTRIAL ARTS

Courses in Industrial Arts are considered in areas as follows:

Drawing: 111, 113, 114, 211, 212.

Electricity: 141, 142, 241, 242, 341.

Graphic Arts: 151, 152, 153, 251, 252, 253.

Metals: 132, 133, 231, 232, 233.

Professional Industrial Arts: 108, 200, 201, 300, 301, 302, 303, 305.

Safety and Driver Education: 171, 272, 373, 374, 375, 376.

Woods: 121, 122, 127, 221, 223, 224, 226.

108 *Structural Design* 2 sem. hrs.

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

111 *Technical Drafting* 3 sem. hrs.

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in technical drafting.

113 *Developmental Descriptive Geometry* 3 sem. hrs.

Specialized drafting methods used in sheet metal layout and in the graphical solution of mathematical and structural problems. Prerequisite: Industrial Arts 111.

114 *Technical Drafting* 2 sem. hrs.

Continuation of Technical Drafting 111 extending the students' knowledge and skills in the development of detail, assembly, and special drawing. Prerequisite: Industrial Arts 111.

121 *General Woodwork* 3 sem. hrs.

Fundamental woodworking practices and processes. Emphasis given to analysis and planning of projects and tool maintenance.

122 *Furniture Upholstering and Finishing* 3 sem. hrs.

Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127 Crafts 2 sem. hrs.

Opportunity for students interested in crafts work to obtain skills and information in the use of hand tools, materials, and processes. Emphasis placed on projects suitable for classroom and recreational activities. Designed to meet the needs of students with no previous school shop experience as well as for students in Industrial Arts.

128 Industrial Arts for the Elementary Teacher 3 sem. hrs.

Information and shop practice in the appropriate and safe use of basic tools and materials for elementary school teachers, K-6. Practice in planning and construction of instructional resources. Open to elementary education or special education majors only.

132 General Metalwork 3 sem. hrs.

Basic information, processes, and safety in sheet metal, raised metal, wrought iron, foundry casting, oxy-acetylene welding, and electric welding.

133 General Metalwork 2 sem. hrs. (Formerly 131)

Basic information, processes, and safety in benchwork, machine work, forging, and heat treatment of metals. Prerequisite: Industrial Arts 132.

141 Applied Electricity 3 sem. hrs.

Basic theory of electricity and magnetism, including shop practice in the design and construction of electrical projects suitable for use on the secondary school level.

142 Residential Wiring 3 sem. hrs.

Planning and installing adequate electric power and lighting systems with particular emphasis on National Electric Code safety requirements as they pertain to wiring materials and methods. Laboratory and field practice in wiring installation.

151 Graphic Arts 3 sem. hrs.

General survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in these fields who wish to gain knowledge and skill in certain graphic arts processes. Students who have had Industrial Arts 153 may not take this course for credit.

152 Graphic Arts 2 sem. hrs.

Continuation of Industrial Arts 151. Emphasis on refinement of skills with reference to teaching as a unit in a general shop; projects and units suitable for junior and senior high school work, featuring bookbinding, silk screen printing, layout and lock-up, and related information. Prerequisite: Industrial Arts 151.

153 Typography 2 sem. hrs.

Introduction to practical printing problems, with laboratory work in the printshop. History, classification, and physical characteristics of type, with emphasis upon newspaper composition. Students who have had Industrial Arts 151 may not take this course for credit.

161 Power Mechanics 3 sem. hrs.

Principles, development, transmission, and utilization of mechanical power, including shop practice in dissembling, assembling, and testing of internal combustion engines and fluid power machines.

162 Introduction to Automobile Mechanics 3 sem. hrs.

Theory and laboratory practice in maintenance and repair of the major systems of the automobile. Prerequisite: Industrial Arts 161.

171 Introduction to Safety Education 3 sem. hrs. (Formerly 271)

General safety course designed to acquaint teachers with the hazards of modern life and the various means for promoting safety in the schools and in the community.

200 General Shop 3 sem. hrs.

Practical experience in the basic activities, organization and operation of the industrial arts comprehensive general shop. Prerequisite: Eleven semester hours of industrial arts from three areas.

201 *Problems in Industrial Arts* 2 sem. hrs. (Formerly 262)

Problems that confront the teacher of industrial arts in the organization and management of the school shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Prerequisite: Eleven semester hours of industrial arts.

211 *Architectural Drafting* 3 sem. hrs.

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. Prerequisite: Industrial Arts 111.

212 *Machine Design* 3 sem. hrs.

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. Prerequisite: Industrial Arts 114.

221 *Carpentry and Building Construction* 3 sem. hrs.

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223 *Woodworking* 3 sem. hrs.

Operation of woodworking machines with emphasis upon their care, function, and maintenance. Safe practice in use is stressed. Prerequisite: Industrial Arts 121.

224 *General Finishing* 2 sem. hrs.

Finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226 *Cabinet and Furniture Construction* 3 sem. hrs.

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. Prerequisite: Industrial Arts 223.

231 *Machine Shop Practice* 3 sem. hrs.

Theory, computations, and practice in setting up and operating following machine tools: lathe, shaper, horizontal and vertical milling machines, surface grinders, cylindrical grinders, and power saw. Includes machining various steels, aluminum, and cast iron, with emphasis on machining threads, tapers, spur gears, and racks. Metal spinning is also included. Prerequisite: Industrial Arts 133.

232 *Sheetmetal and Welding* 2 sem. hrs.

Advanced theory and practice in sheetmetal and welding applied to teaching these units in general metals shop and general shop. Oxy-acetylene and electric welding are included with emphasis on welding and brazing steel, cast iron, bronze, aluminum, and several alloys. Prerequisite: Industrial Arts 132.

233 *Machine Shop Practice* 3 sem. hrs.

Advanced theory and practice in machine design and construction through the use of various steels and castings. Includes set-up computations, individual project design and development, acme threads, square threads, helical gears and racks, machine tool maintenance and adjustment, and individual technical reports. Prerequisite: Industrial Arts 231.

241 *Electric Motors and Appliances* 2 sem. hrs.

Types, characteristics, and operation of resistance heating devices; universal, induction, and synchronous single phase and polyphase a.c. motors. Laboratory practice in testing, maintenance, and repair of electric heating appliances and motors. Prerequisite: Industrial Arts 141.

242 *Applied Electronics* 3 sem. hrs.

Types, characteristics, and operation of electron tubes and semiconductors; basic rectifier, de-modulator, amplifier, oscillator, and associated circuits. Laboratory practice in assembly, testing, and repair of electronic devices. Prerequisite: Industrial Arts 141.

251 *Printing* 3 sem. hrs.

Advanced study of letterpress and offset lithography processes. Special emphasis will be placed on job estimating layout, imposition and lock-up, trade customs, paper and ink manufacture and uses, printing plates, automatic press operation, and photo-lithography plate-making. Prerequisite: Industrial Arts 151 or practical experience in printing.

252 *Printing* 2 sem. hrs.

Linotype operation and maintenance. Practice and theory of the line slug composing machine. Prerequisite: Industrial Arts 251 or practical experience in printing.

253 *Offset Lithography* 3 sem. hrs.

Basic offset lithographic fundamentals leading to advanced information and techniques in photo-offset lithography. Laboratory work includes job planning and layout, composition, process photography, plate making, press work, and bindery operations. Prerequisites: Industrial Arts 151 and 152.

272 *Driver Education* 3 sem. hrs.

Fundamentals, principles, practices and content of the high school driver education course. Laboratory practice will include experience in teaching beginners to drive in a dual-control car. Students who have had the former Industrial Arts 267 may not take this course for credit. Prerequisite: Industrial Arts 171, valid Illinois operator's license, and approval of the Head of the Department of Industrial Arts.

300 *Contemporary Industrial Arts Education* 2 sem. hrs.

(Formerly 400)

Prominent leaders and analysis of trends in industrial arts education.

301 *Industrial Arts in the Elementary School* 2 sem. hrs.

(Formerly 410)

Educational principles underlying industrial arts and their application in the elementary activity program.

302 *Evaluation Techniques in Industrial Education* 3 sem. hrs.

(Formerly 502)

Historical background of measurement in industrial education; examination of objectives and methods; evaluation of student abilities and growth; evaluation of housing and equipment.

303 *Principles of General Shop Organization* 2 sem. hrs.

(Formerly 421)

Organizing and teaching procedures in the multiple-activity shop.

305 *Improvement of Instruction in Industrial Arts* 3 sem. hrs.

(Formerly 505)

Objectives, content, and techniques for improving the teaching of industrial arts.

341 *Techniques of Television Servicing* 3 sem. hrs.

Technical aspects of television systems. Laboratory practice in circuit analysis, testing, and repair of television receivers. Prerequisite: Industrial Arts 242.

373 *Advanced Driver Education and Traffic Safety* 3 sem. hrs.

(Formerly 273)

Advanced professional preparation to meet the traffic safety needs of school and community. Prerequisite: Industrial Arts 272.

374 *Materials and Methods of Teaching Safety* 2 sem. hrs.

(Formerly 332)

Materials and safety measures appropriate for school, recreation, traffic, and general safety.

375 *Traffic Law Enforcement and Engineering* 3 sem. hrs.
(Formerly 275)

Functions of traffic engineering, enforcement and administration. Significance of the work of these agencies for the teacher or administrator concerned with traffic safety. Prerequisite: Industrial Arts 272.

376 *Problems and Research in Driver Education and Traffic Safety*
3 sem. hrs. (Formerly 276)

Overview of problems confronting workers in this field and major research findings applicable to this area. Emphasis given to gaining a better understanding of research data. Planning for greater utilization of research findings in both school and community traffic safety endeavors. Prerequisite: Industrial Arts 272.

LATIN

(See Foreign Languages)

LIBRARY

TEACHING STAFF

Director of Libraries: Robert R. Hertel. Office: Milner Library 309.

Professor: Robert R. Hertel.

Assistant Professors: Laura L. Addison, Hazelle M. Anderson, Lucile Z. Crosby, Dorothy S. Fagerburg, Beryl Galaway, Glenn S. Gritzmacher, Clara L. Guthrie, Bryant H. Jackson, Ila Karr, Margaret Lawrence, Winifred S. Metzler, Joe B. Mitchell, Jean E. Nelson, Mary A. Richmond, Eunice H. Speer, Ruth Zimmerman.

Instructors: Julia Bewsey, Doris F. Brainard, William J. Nye, Ronald D. Reed.

The School Library Service program is planned for (1) students who wish to prepare for positions as school librarians in Illinois elementary schools, secondary schools, or in community unit districts, (2) teachers who wish to be fully acquainted with books and materials for children and young people, and (3) school administrators who wish to explore the place of books and libraries in the school's instructional program.

Students who wish to qualify as elementary school librarians should take 112, 170, 216, 252, 253, and 272, and have student teaching in an acceptable school library. Education 240 and Library 242, 254, and 271 are highly recommended.

Students preparing for the field of community unit-district librarian should take 112, 170, 213, 214, 216, 252, 253, 254, and have student teaching in an acceptable school library. Education 240 is strongly recommended.

Students who are preparing for a junior high school library position should take 170, 214, 216, 252, 253, 254, and 272, and have student teaching in an acceptable school library. Education 240 is strongly recommended.

SECOND FIELD REQUIREMENTS IN LIBRARY

The following specific courses in Library are required: 112, 213, 214, 252, 253, 254 and Education 240. Also Education 399, Student Teaching, for five semester hours must be done in an acceptable high school library. Social Sciences 261 is strongly recommended.

COURSES IN LIBRARY

Courses in Library may be used as electives in education.

112 *The Library as an Information Center* 3 sem. hrs.

(Formerly 212)

Familiarity with reference tools and materials for the school; selection principles and aids for reference books; selection and evaluation of periodicals, free and inexpensive pamphlet material; methods of training students to use books and library materials.

170 *Literature for the Elementary School* 3 sem. hrs. (Formerly 171)

Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, with emphasis upon well-known materials. This course is also offered as English 170.

213 *Evaluation of Books for Youth* 3 sem. hrs.

Evaluation of informational books for secondary schools stressing importance of authorship, publisher, and physical make-up; principles of book selection; familiarity with selection tools; the use of the book in the curriculum.

214 *Reading Guidance for Adolescents* 3 sem. hrs.

Interest, abilities, and reading characteristics of the adolescent as determined by significant research studies in reading; acquaintance with and appreciation of recreational books on various reading levels; realization of the importance of recreational books in the enriched curriculum; the place of reading in the lives of young people and the methods of stimulating and guiding their reading. Selection and evaluation of series and editions.

216 *Informational Books* 3 sem. hrs.

Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

242 *Experiencing Books Through Speech Activities* 3 sem. hrs.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110 and English or Library 271 or 272. This course is also offered as Speech 242.

252 *Processing of Library Materials* 3 sem. hrs.

Acquiring and preparing of library materials for use and circulation. Instruction and practice in classification and cataloging. The importance of the card catalog as a teaching tool and as an index to all library materials.

253 *School Library Functions* 3 sem. hrs.

Standards of library service. Planning, organizing, administering, and publicizing the school library.

254 *Library in Society and the School* 3 sem. hrs.

The development of libraries, their educational and cultural role and place in the school.

271 Literature for Lower Grades 3 sem. hrs.

Traditional fairy and folk tales, myths, legends, fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as English 271. Does not repeat materials of Library 170.

272 Literature for Upper Grades 3 sem. hrs.

Literature especially selected for middle and upper grades. Also offered as English 272. Does not repeat materials of Library 170.

MATHEMATICS

TEACHING STAFF

Head of the Department: Clyde T. McCormick. Office: Schroeder Hall 104.

Professors: Douglas R. Bey, Francis R. Brown, Clyde T. McCormick, T. E. Rine.

Associate Professor: Richard D. Crumley.

Assistant Professors: Conrad E. Carroll, James R. Downing, Albert H. Eckert, Hal M. Gilmore, Kenneth A. Retzer, James E. Rowe.

Instructors: Lynn H. Brown, John H. Esbin, Francis G. Florey, Eugene S. Jacobs, Gayle A. Krause.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Mathematics: 100, 107, 108, 110.

FIRST FIELD REQUIREMENTS IN MATHEMATICS

Courses in Mathematics must total 32 semester hours. The following specific courses are required: 110; 112; 115; 116; two courses selected from 312, 313, 315, 316; and 10 semester hours of Mathematics courses numbered 200 or more. One course in geometry numbered 200 or more is required. With approval of the Head of the Department of Mathematics, superior students may omit Mathematics 110 and 112.

SECOND FIELD REQUIREMENTS IN MATHEMATICS

Courses in Mathematics must total 24 semester hours. The following specific courses are required: 110; 112; 115; 116; two courses selected from 312, 313, 315, 316; and 2 semester hours of Mathematics courses numbered 200 or more. One course in geometry numbered 200 or more is required. With approval of the Head of the Department of Mathematics, superior students may omit Mathematics 110 and 112.

COURSES IN MATHEMATICS

100 Fundamentals of Mathematics 4 sem. hrs.

Fundamentals of elementary mathematics including such topics as number bases and groups, variables, graphing, functions, exponents, polygons, circles, solids, approximate measurements, and an introduction to statistics.

101 *Basic Concepts of Arithmetic* 3 sem. hrs.

Introduction to the quantitative aspects of modern life. The course considers those concepts growing out of counting and numbers as well as those concepts growing out of measuring. Development of appreciative understanding and ability in the solution of problems. Prerequisite: Mathematics 100 or one year each of high school algebra and geometry or a satisfactory score on the mathematics section of the American College Test.

107 *Algebra* 3 sem. hrs.

Includes topics of high school advanced algebra (third semester of high school algebra). For students who have had only one year of high school algebra.

108 *Trigonometry* 2 sem. hrs.

A standard course in plane trigonometry. Prerequisite: One and one-half units of high school algebra, or Mathematics 107, or concurrent enrollment in Mathematics 107; one year of high school geometry.

110 *Introduction to Modern Mathematics* 4 sem. hrs.

Sets, the development of number systems, matrices, and selected topics from college algebra and trigonometry. Prerequisite: One and one-half years of high school algebra or Mathematics 107; high school trigonometry or Mathematics 108.

112 *Analytic Geometry* 4 sem. hrs.

Plane analytic geometry with an introduction to solid analytic geometry. Prerequisite: Mathematics 110.

115 *Calculus I* 4 sem. hrs.

Differentiation as usually given in the first semester of calculus and also an introduction to integration. Prerequisite: Mathematics 112.

116 *Calculus II* 4 sem. hrs.

A continuation of Calculus I and completing the topics in integration as regularly taught in the first year of calculus. Prerequisite: Mathematics 115.

201 *Arithmetic for the Elementary Grades* 2 sem. hrs.

Background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. May not be used for a first or second field in mathematics. Prerequisite: Mathematics 101.

202 *Mathematics for Junior High School Grades* 2 sem. hrs.

Content, techniques, and trends in the teaching of mathematics in the junior high school grades. Only one course of Mathematics 202 or 302 may be used for a first or second field in mathematics. Prerequisite: Mathematics 201 or experience in teaching arithmetic, or Mathematics 116.

211 *College Geometry* 3 sem. hrs.

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. Prerequisite: Mathematics 116 or concurrent enrollment.

212 *Advanced Analytic Geometry* 2 sem. hrs.

Extension of some aspects of Mathematics 112. The various coordinate systems in space, quadric surfaces, transformations, invariance, applications of matrix theory to geometry of space, and other related topics. Prerequisite: Mathematics 112.

213 *Non-Euclidean Geometry* 2 sem. hrs.

Introduction to the geometries of Bolyai, Lobatchevsky, and Riemann. Prerequisite: Mathematics 116 or concurrent enrollment.

220 *Introduction to the History of Mathematics* 2 sem. hrs.

Chronological survey of the growth of mathematics dealing with persons who have made outstanding contributions to elementary mathematics; a detailed study of the development of the special subjects of mathematics through the first steps of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high-school mathematics. Prerequisite: Mathematics 116 or concurrent enrollment.

251 *Introduction to the Theory of Equations* 2 sem. hrs.

General properties of equation, Sturm's theorem, upper and lower limits of roots, and transformation of equations. Prerequisite: Mathematics 116 or concurrent enrollment.

270 *Astronomy* 2 sem. hrs.

An introduction to astronomy. The universe, the solar system, the celestial sphere, the galactic systems, measuring time, and an introduction to celestial navigation. Prerequisite: Mathematics 115.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department and the Dean of the Faculty.

301 *Teaching of Arithmetic* 3 sem. hrs. (Formerly 401)

Significant problems, points of view, and trends in the teaching of arithmetic. Investigation of research related to organization, content, and techniques in this field. May not be used for a first or second field in mathematics. Prerequisite: Mathematics 201 or teaching experience.

302 *Teaching of Junior High School Mathematics* 2 sem. hrs. (Formerly 402)

Significant problems, points of view, and trends in teaching of junior high school mathematics. Investigation of research and reports related to organization, content, and techniques in this field. Opportunity for study of particular problems of individual interest. Only one course of Mathematics 202 or 302 may be used for a first or second field in mathematics. Prerequisite: Mathematics 201 or experience in teaching arithmetic or Mathematics 116.

306 *Set Theory* 3 sem. hrs. (Formerly 406)

Equivalent sets and cardinal numbers. Transfinite cardinal numbers as applied to sets of integers, rationals, irrationals, reals, algebraic, complex, and transcendental numbers. Ordered and similar sets. Dense and continuous sets. Prerequisite: Mathematics 116.

310 *Number Theory* 2 sem. hrs. (Formerly 410)

Development of the number system, repeating decimals and congruences, diophantine equations, continued fractions, nonlinear congruences, and quadratic residues. Prerequisite: Mathematics 116.

312 *Fundamental Concepts of Geometry* 3 sem. hrs. (Formerly 412)

Foundations of geometry. Synthetic projective geometry and properties of projective spaces. Coordinate systems and postulates of separation. Analytic projective geometry related to synthetic. Affine geometry. Prerequisite: Mathematics 116.

313 *Fundamental Concepts of Geometry* 3 sem. hrs.

Euclidean geometry, parallelism, similarity, congruency. Directed angles, perpendicularity. The evolution of geometry. Constructions. Hyperbolic and elliptic geometries. Introduction to topology. Prerequisite: Mathematics 312.

315 *Fundamental Concepts of Algebra* 3 sem. hrs. (Formerly 415)

Set notation and operations with sets. Algebraic structures, rings, fields, and groups. Construction of integers, rationals, and reals. Introduction to number theory. Prerequisite: Mathematics 116.

316 *Fundamental Concepts of Algebra* 3 sem. hrs.

Matrix algebra. Vector operations and vector spaces. Linear systems. Vector geometry. Linear transformations. Linear programming and game theory. Prerequisite: Mathematics 315.

320 *History of Mathematics* 2 sem. hrs. (Formerly 420)

History of modern mathematics. Development of mathematics in the area of number, form, discreteness, continuity, and application. Some emphasis is given to recent developments in mathematics. Prerequisite: Mathematics 116.

323 *Teaching and Supervision of Mathematics* 3 sem. hrs. (Formerly 423)

Principles of teaching and learning applied to specific problems of mathematics education. Understanding and use of language and symbolism, problem solving, individual differences, learning aids. Analysis of objectives, recent trends and practices in classroom. Problems of supervision of elementary and secondary school mathematics are studied. Prerequisite: Mathematics 116.

325 *Introduction to Finite Mathematics* 2 sem. hrs.

Methods of proof, finite algebra, partition and counting, stochastic processes, matrix algebra, theory of games and linear programming, application to behavioral science problems. Prerequisite: Mathematics 116.

330 *Mathematics of Finance* 2 sem. hrs. (Formerly 430)

Application of Mathematics in various fields of finance, with emphasis on problems of investments and insurance. Prerequisite: Mathematics 116.

335 *Advanced Calculus* 3 sem. hrs. (Formerly 435)

Limits and continuity, infinite series, partial differentiation, multiple integrals, line integrals, and other related topics. The necessary review of first year Calculus will be given with each advanced topic. Of special interest to students with a first field in Physical Sciences as well as Mathematics. Prerequisite: Mathematics 116.

340 *Differential Equations* 3 sem. hrs.

First-order and simple higher-order ordinary differential equations and applications, linear differential equations with constant coefficients and applications, and simultaneous differential equations and applications. Of special interest to first field students in Physical Sciences as well as Mathematics. Prerequisite: Mathematics 116.

345 *Vector Analysis* 2 sem. hrs. (Formerly 445)

Vectors and scalars, the dot and cross product, vector differentiation, gradient, divergence, and curl. Vector integration. The divergence theorem, Stokes' theorem, and related integral theorem. Curvilinear coordinates. Of special interest to students with first field in Physical Sciences as well as Mathematics. Prerequisite: Mathematics 116.

350 *Probability and Statistics* 3 sem. hrs.

Sample spaces and random variables. Frequency functions. Linear functions of random variables. Nature of statistical methods. Moment generating function and application to standard frequency functions. Prerequisite: Mathematics 116.

351 *Probability and Statistics* 3 sem. hrs.

Correlation and regression equations. Development of Chi-Square, Student's *t* and *F* distributions. Likelihood ratio tests. Analysis of variance and non-parametric methods. Prerequisite: Mathematics 350.

360 *Field Work in Mathematics* 2 sem. hrs. (Formerly 460)

Mathematical applications designed to acquaint the teacher of junior and senior high school geometry or trigonometry with practical operation of transit, level, plane table, sextant, angle mirror, and alidade. Applications are drawn from problems associated with surveying, leveling, map making, and various examples of indirect measurement. Prerequisite: Mathematics 116.

365 *Mathematical Logic* 3 sem. hrs.

Formal logic, the statement calculus, truth tables, and tautologies, proof and demonstration, consistency of premises and indirect proofs, abstract mathematical systems, the restricted predicate calculus, symbolizing everyday language and application of logic in mathematics. Prerequisite: Mathematics 116.

MICROBIOLOGY

(See Biological Sciences)

MUSIC

TEACHING STAFF

Head of the Department: Howard H. Rye. Office: Centennial Building East 155B.

Professors: Leslie M. Isted, Harlan W. Peithman, Howard H. Rye, Irwin Spector.

Associate Professor: Lyle M. Young.

Assistant Professors: Gertrude Erbe, Lloyd W. Farlee, John W. Ferrell, Bruce M. Govich, Perry Hackett, Doris Hardine, Lowell J. Kuntz, Darryl T. Manning, Lawrence G. Rickert, James L. Roderick, Herbert C. Sanders, John B. Terwilliger, Herbert C. Turrentine, Arden L. Vance.

Instructors: Jamil B. Cavanaugh, Luca DiCecco, William H. Engelsman, George P. Foeller, Mary G. Gallagher, Robert R. Whited.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Music: 151, 152, 156, 252, 253, 254, 255.

CORE REQUIREMENTS

Students completing a first field or comprehensive field in Music take the following courses, considered as basic courses, in addition to other specific courses listed below for the various areas: Ten semester hours of theory courses 101 through 104 and 201 through 204, including 203; 156; 254; 255.

FIRST FIELD REQUIREMENTS IN ELEMENTARY AND/OR HIGH SCHOOL VOCAL

Courses in Music must total 43 semester hours. The following specific courses are required in addition to the core requirements: 127; eight semester hours of Applied Music selected from the following: 135, 137, 235, 237; 162; 210; 262; 264; 268; 269.

FIRST FIELD REQUIREMENTS IN ELEMENTARY AND/OR HIGH SCHOOL INSTRUMENTAL

Courses in Music must total 44 semester hours. The following specific courses are required in addition to the core requirements: 111; 113; 115; 117; eight semester hours of Applied Music selected from the following: 131, 135, 136, 138, 231, 235, 236, 238; 161; 209; 261; 268; 269.

COMPREHENSIVE FIELD REQUIREMENTS IN INSTRUMENTAL—VOCAL

A second teaching field is not necessary with the comprehensive field.

Courses in Music must total 60 semester hours. The following specific courses are required in addition to the core requirements: 111; 113; 115; 117; 126; 127; eight semester hours of Applied Music selected from the following: 131, 133, 135, 136, 137, 138, 231, 233, 235, 236, 237, 238; 161; 162; 209; 261; 262; 264; 268; 269.

COMPREHENSIVE FIELD REQUIREMENTS IN VOCAL—INSTRUMENTAL

A second teaching field is not necessary with the comprehensive field.

Courses in Music must total 60 semester hours. The following specific courses are required in addition to the core requirements: 111; 113; 115; 117; 127; eight semester hours of Applied Music selected from the following: 131, 133, 135, 136, 137, 138, 231, 233, 235, 236, 237, 238; 162; 210; 261; 262; 264; 268; 269.

SECOND FIELD REQUIREMENTS IN HIGH SCHOOL VOCAL

Courses in Music must total 22 semester hours. The following specific courses are required: a minimum of 6 semester hours of 101, 102, 103, 104, 201, 202, 203, 204; 126; 127; four semester hours of Applied Music selected from the following: 135, 137, 235, 237; 264; 268; one course of 156, 253, 254, 255.

SECOND FIELD REQUIREMENTS IN ELEMENTARY SCHOOL VOCAL

Courses in Music must total 24 semester hours. The following specific courses are required: A minimum of 4 semester hours of 101, 102, 103, 104, 171, 201, 202, 203, 204; 126; 127; four semester hours of Applied Music selected from the following: 135, 137, 235, 237; 152; 262; 264; 268.

SECOND FIELD REQUIREMENTS IN ELEMENTARY AND/OR HIGH SCHOOL INSTRUMENTAL

Courses in Music must total 24 semester hours. The following specific courses are required: A minimum of 6 semester hours of 101, 102, 103, 104, 201, 202, 203, 204; 111; 113; 115; 117; 161; 269; one course of 156, 254, 255.

PARTICIPATION IN MUSIC ORGANIZATIONS

Students who choose music as a first or second teaching field are required to participate in various music organizations. Selection of and assignment to the various organizations is determined through consultation with the head of the music department. One-half semester hour each semester in each organization may be earned until a cumulative maximum of six semester hours has been reached. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Students who, upon entering the University, cannot qualify for participation in concert organizations, may participate in laboratory groups. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

PIANO PROFICIENCY

Students with a first or comprehensive field in Music are required to attain sufficient skill in playing the piano to pass a proficiency test prior to student teaching. The study of piano may be done in group instruction courses or in applied music.

COURSES IN MUSIC

101, 102, 103, and 104 *Music Theory* Each 2 sem. hrs.

Integrated courses in theory which will develop well-rounded musicianship through coordinated experiences in the five areas—sight singing, dictation, keyboard harmony, form, and creative writing. Music 101 will place emphasis upon sight singing, 102 upon dictation, 103 upon keyboard harmony, and 104 upon form and creative writing. Assignment to these courses will be based upon previous preparation and experience.

111 *Group Instruction in Brass* 2 sem. hrs. (Formerly 140)

Practical instruction in playing all the brass instruments.

112 *Group Instruction in Brass* 1 sem. hr. (Formerly 145)

Continuation of 111 with concentration on one brass instrument. Not required of students whose principal instrument is a brass instrument.

113 *Group Instruction in Strings* 2 sem. hrs. (Formerly 114)

Practical instruction in playing the violin, viola, cello and string bass.

114 *Group Instruction in Strings* 1 sem. hr. (Formerly 121)

Continuation of 113 except that concentration is on one stringed instrument. Not required for students whose principal instrument is a stringed instrument.

115 *Group Instruction in Woodwinds* 2 sem. hrs. (Formerly 125)

Practical instruction in playing all woodwind instruments.

116 *Group Instruction in Woodwinds* 1 sem. hr. (Formerly 136)

Continuation of 115 with concentration on one woodwind instrument. Not required of students whose principal instrument is a woodwind instrument.

117 *Group Instruction in Percussion* 1 sem. hr. (Formerly 134)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had Music 118 may not take this course for credit.

118 *Group Instruction in Brass and Percussion* 2 sem. hrs.
(Formerly 133)

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had Music 117 or 111 may not take this course for credit.

121 *Group Instruction in Piano* 2 sem. hrs. (Formerly 122)

Practical instruction in playing piano for students who have had no playing experience on piano. Provision for the harmonic background which will enable the student to improvise interesting piano accompaniments to folk melodies and simple songs.

122 *Group Instruction in Piano* 2 sem. hrs. (Formerly 123)

Practical instruction in playing piano for students who have had playing experience on piano.

126 *Group Instruction in Voice* 2 sem. hrs. (Formerly 131)

Practical instruction in singing. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

127 *Group Instruction in Voice* 2 sem. hrs. (Formerly 132)

Continuation of Music 126.

131-138 *Applied Music* Each 1-2 sem. hrs.

Brass, 131; organ, 133; piano, 135; strings, 136; voice, 137; woodwinds, 138.

151 *Survey of Music Literature* 2 sem. hrs. (Formerly 106)

Music representative of the various periods and styles. Students who have had the former Music 107 may not take this course for credit.

152 *Literature of Music* 2 sem. hrs. (Formerly 151)

Orchestral and choral music, symphony, concerto, suite, ballet, and oratorio.

156 *Music History and Literature, 17th and 18th Centuries* 2 sem. hrs.
(Formerly 143)

The development of Music during the 17th and 18th centuries including nationalities, schools, biographies of composers, style, and form.

161 *Marching Band Tactics* 2 sem. hrs. (Formerly 141)

Rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

162 *Methods and Materials of the Public Performance* 3 sem. hrs.
(Formerly 157)

Selection and staging of materials suitable for entertainments and programs of the school year.

170 *Music Literature for Children* 2 sem. hrs. (Formerly 150)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

171 *Music for Elementary Schools* 2 sem. hrs. (Formerly 111)

Practical course in basic skills, fundamentals, and music for students in the Elementary and Special Education Curricula who have had no keyboard experience in music.

181-187 *Participation* Each ½-6 sem. hrs.

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.

201, 202, 203, and 204 *Music Theory* Each 2 sem. hrs.

Comparable to Music 101, 102, 103, and 104, except that emphasis will be placed upon analysis of both contrapuntal and written harmony dealing with modulation and various embellishments.

208 *Harmony* 3 sem. hrs.

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Students with a teaching field in music may not take this course except by special permission.

209 *Orchestration* 2 sem. hrs. (Formerly 217)

Scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.

210 *Choral Arranging* 2 sem. hrs. (Formerly 219)

Arranging Music for large and small vocal ensembles with emphasis on the needs of the public school vocal teacher.

231-238 *Applied Music* Each 1-2 sem. hrs.

Advanced brass, 231; organ, 233; piano, 235; strings, 236; voice, 237; woodwinds, 238.

252 *Literature of Music* 2 sem. hrs.

Chamber music—instrumental and vocal literature for solos and small ensembles.

253 *Music History and Literature to 16th Century* 3 sem. hrs.
(Formerly 215)

The development of Music from earliest times through the sixteenth century.

254 *Music History and Literature, 19th Century* 3 sem. hrs.
(Formerly 244)

Development of music during the nineteenth century including nationalities, school, biographies of composers, style, form.

255 *Music History and Literature, 20th Century* 3 sem. hrs.

(Formerly 245)

Detailed study of twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—rationalism, realism, impressionism, atonality, polytonality, neoclassicism, and jazz. Notice will be taken of the effect of the machine, radio, television, and war upon music. Emphasis upon American contributions.

261 *Current Trends in Instrumental Music* 3 sem. hrs.

(Formerly 256)

Administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

262 *Music Education* 3 sem. hrs.

(Formerly 234)

Survey of music in the kindergarten and grades one through six; current practices in teaching music in these grades; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program. Students who do not have a teaching field in music may not take this course except by special permission.

264 *Music Education* 3 sem. hrs.

(Formerly 235)

Survey of music in grades seven through twelve; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program in junior and senior high school. Students who do not have a teaching field in Music may not take this course except by special permission.

268 *Conducting (Choral)* 2 sem. hrs.

(Formerly 213)

Fundamental principles of baton technique, voice testing and blending, routine of organization and rehearsal of choral groups, and practical experience in conducting. Prerequisite: Choral experience and a knowledge of the rudiments of music.

269 *Advanced Conducting (Instrumental)* 2 sem. hrs. (Formerly 236)

Continuation of the study of baton technique, score reading, and interpretation. Practical experience in conducting instrumental groups. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

277 *Music Education in the Elementary Grades* 3 sem. hrs.

Techniques and materials for teaching music in kindergarten and grades one through eight. Designed for classroom teachers and elementary principals.

301 *Form and Analysis in Music* 2 sem. hrs.

(Formerly 401)

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

305 *Composition* 3 sem. hrs.

(Formerly 405)

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations, or full orchestra.

309 *Orchestration* 3 sem. hrs.

(Formerly 417)

Review of instruments: ranges, timbres, technical difficulties, and limitations. Arranging for combinations of instruments, full band and orchestra. Study of problems contained in standard repertory. Special attention to problems of school band and orchestra scoring.

351 *The Opera* 2 sem. hrs.

(Formerly 451)

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores, as well as live performances.

361 *Instrumental Techniques* 3 sem. hrs.

(Formerly 456)

Problems and procedures in developing instrumental classes and organizations.

363 *Choral Techniques* 2 sem. hrs. (Formerly 413)

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building. Prerequisite: course in conducting or practical experience.

366 *Tonal Measurement* 3 sem. hrs.

Physical measurement of musical tone in relation to the problems in the classroom, the rehearsal, and the performance.

371 *Music for the Exceptional Child* 3 sem. hrs. (Formerly 238)

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the exceptional child.

377 *Music Education in the Elementary Grades* 3 sem. hrs.
(Formerly 241)

Basic skills, techniques, and materials for music activities in kindergarten and grades one through eight. Designed to meet the needs of the classroom teacher and elementary principals. Students with a teaching field in music may not take this course except with special permission.

384 *Opera Production* 3 sem. hrs.

Operas and operettas including the problems of presenting high school and college productions. Members of the class participate in the production of an opera or operetta. Prerequisite: approval of the Head of the Department of Music.

PHYSICAL EDUCATION

(See Health and Physical Education)

PHYSICAL SCIENCES

TEACHING STAFF

Head of the Department: Bernard L. Ryder. Office: Science Building 310.

Professors: DeVerne H. Dalluge, G. Harlowe Evans, R. U. Gooding, Esther M. Griffith, Bernard L. Ryder.

Associate Professor: Harold J. Born.

Assistant Professors: Ronald L. Cook, Robert L. Cramer, Thomas F. Edwards, Thaddeus C. Ichniowski.

Instructors: Robert J. Brush, Anthony R. D'Abbracci, Glen E. Greenseth, Lewis L. Legg, Michael Macesich, George P. Warren, Jr.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Physical Sciences: 100, 110, 111, 112, 140, 141, 146, 147, 156, 157, 170, 171, 180, 181.

FIRST FIELD REQUIREMENTS WITH A SPECIALIZATION IN CHEMISTRY

Courses in Physical Sciences must total 37 semester hours. The following specific courses are required:

Chemistry: 140, 141, 148, 231, 240, 241. Additional courses in chemistry to make a total of 15 semester hours in courses numbered 200 or more. A student who demonstrates high achievement in chemistry at the pre-college level may take 146 and 147 in place of 140, 141, and 148.

Physics: Either 170 and 171 or 180 and 181; one course numbered 200 or more.

FIRST FIELD REQUIREMENTS WITH A SPECIALIZATION IN PHYSICS

Courses in Physical Sciences must total 37 semester hours. The following specific courses are required:

Physics: Either 170 and 171 or 180 and 181; 280, 281, or 285; 282; 283 (at least 2 semester hours); 284. Additional courses in physics to make a total of 15 semester hours in courses numbered 200 or more.

Chemistry: Either 140 and 141 or 146 and 147; 240.

COMPREHENSIVE FIELD REQUIREMENTS IN PHYSICAL SCIENCES

A second teaching field is not necessary with the comprehensive field.

Courses in Physical Sciences must total 53 semester hours. The following specific courses are required:

Chemistry: 140, 141, 148, 231, 240, 241. A student who demonstrates high achievement in chemistry at the pre-college level may take 146 and 147 in place of 140, 141, and 148.

Physics: Either 170 and 171 or 180 and 181; 280; 281 or 285; 282; 283 (at least 2 semester hours); 284.

Electives: Additional 8 semester hours of courses in chemistry and physics numbered 200 or more.

SECOND FIELD REQUIREMENTS IN PHYSICAL SCIENCES

Courses in Physical Sciences must total 25 semester hours. The following specific courses are required: Either 140 and 141 or 146 and 147; Either 170 and 171 or 180 and 181; 240 or 241; a course in physics numbered 200 or more.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first field in Physical Sciences may elect this second field by taking the following 27 semester hours: Biological Sciences 121; 190; two courses of 122, 123, 191, 192; Geography 105; 110; 175; Physical Sciences 325.

SECOND FIELD REQUIREMENTS IN CHEMISTRY

Courses in Chemistry must total 23 semester hours. The following specific courses are required: Either 140 and 141 or 146 and 147; 240 or 241.

SECOND FIELD REQUIREMENTS IN PHYSICS

Courses in Physics must total 23 semester hours. The following specific courses are required: Either 170 and 171 or 180 and 181; 284.

COURSES IN PHYSICAL SCIENCES

Courses are listed under three topics: General Courses, Chemistry, Physics.

GENERAL COURSES

100 *Introduction to Physical Sciences* 3 sem. hrs.

A survey of the physical sciences which includes selected topics from physics and chemistry. The course is designed to contribute to the general education of the beginning student who is not planning to take a first or second field in mathematics, or one of the natural sciences. Students who have had a laboratory course in physics or chemistry may not take this course for credit.

104 *Chemistry for Nurses* 3 sem. hrs.

Basic chemical principles and representative inorganic and organic compounds. Cannot be used as a prerequisite for any other chemistry course. Three class meetings per week including one two-hour laboratory period.

225 *Physical Sciences for Elementary Teachers* 3 sem. hrs.

(Formerly 230)

Fundamentals of the Physical Sciences. Includes laboratory experiences designed to acquaint student with techniques appropriate for the teaching of elementary school science. Three class meetings per week including one two-hour laboratory period.

325 *General Science* 3 sem. hrs.

(Formerly 374)

Objectives of general science. Selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers qualified to teach general science in the elementary, junior high, and senior high schools.

CHEMISTRY

110 *Inorganic Chemistry* 3 sem. hrs.

Fundamental concepts, laws, and theories of chemical science and their applications to the chemistry of some common inorganic compounds. Three class meetings per week including one two-hour laboratory period. Students who have had Physical Sciences 112, 140, or 146 may not take this course for credit.

111 *Fundamentals of Organic Chemistry* 3 sem. hrs. (Formerly 132)

Elementary organic chemistry of the hydrocarbons and their simple derivatives, fats, carbohydrates, proteins, dyes, textiles, and plastics. Three class meetings per week, including one two-hour laboratory period. Students who have had Physical Sciences 113 or 240 may not take this course for credit. Prerequisite: Physical Sciences 110, 112, or 140.

112 *Elementary General Chemistry* 5 sem. hrs. (Formerly 142)

Principles of chemical science including chemistry of metals and nonmetals. Five class meetings per week, including two two-hour laboratory periods. Students who have had Physical Sciences 110 or 140 or 146 may not take this course for credit.

113 *Elementary Organic Chemistry* 5 sem. hrs. (Formerly 143)

Introduction to organic chemistry with emphasis on points of fundamental importance in the application of organic chemistry in agriculture. Five class meetings per week, including two two-hour laboratory periods. Students who have had Physical Sciences 111 or 240 may not take this course for credit. May not be used for a first or second field in Physical Sciences unless followed by Physical Sciences 241. Prerequisite: Physical Sciences 112 or 140.

140 *General Chemistry* 5 sem. hrs.

First half of a two-semester sequence, including fundamental principles. Five class meetings per week, including one three-hour laboratory period. Students who have had Physical Sciences 110 or 112 may not take this course for credit.

141 General Chemistry 4 sem. hrs.

Continuation of Physical Sciences 140 including the metals. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Sciences 140.

146 General Chemistry 5 sem. hrs.

First half of a two-semester sequence including the fundamental principles of chemistry and atomic structure. Designed for the student who demonstrates high achievement and ability at the pre-college level. Five class meetings per week including one three-hour laboratory period. Prerequisite: high school chemistry; approval of Head of Department; and one of Mathematics 107, 108, 110, 112, or concurrent registration.

147 General Chemistry 5 sem. hrs.

Continuation of Physical Sciences 146. Study of metals and nonmetals, including qualitative analysis. Five class meetings per week including two three-hour laboratory periods. Prerequisite: Physical Sciences 146.

148 Qualitative Analysis 4 sem. hrs. (Formerly 201)

Chemical equilibrium as applied to the separation and identification of the anions and cations. Four class meetings per week, including two two-hour laboratory periods. Prerequisite: Physical Sciences 141.

231 Quantitative Analysis 4 sem. hrs. (Formerly 204)

Fundamental principles of the quantitative estimation of metal and nonmetal components of mixtures, compounds, and alloys. Four class meetings per week, including two two-hour laboratory periods. Prerequisite: Physical Sciences 147 or 148.

240 Organic Chemistry 4 sem. hrs. (Formerly 207)

Introduction to organic chemistry in which a general study is made of the aliphatic and aromatic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Sciences 111 or 113 may not take this course for credit. Prerequisite: Physical Sciences 141 or 147.

241 Organic Chemistry 4 sem. hrs. (Formerly 212)

Continuation of Physical Sciences 240 in which a more detailed study is made of the aliphatic, carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Sciences 113 or 240.

249 Senior Research in Chemistry 3 sem. hrs. (Formerly 299)

Development of a better understanding of the significance of research in chemistry through the study of a research problem. Prerequisite: 20 semester hours of chemistry; senior standing; consent of Head of Department.

331 Topics in Contemporary Chemistry 3 sem. hrs. (Formerly 301)

New concepts and recent developments in the fields of organic, inorganic, and analytical chemistry. Prerequisite: Physical Sciences 231 and 241.

332 Municipal and Industrial Science 3 sem. hrs. (Formerly 319)

Scientific aspects of community and industrial problems. Includes trips to industries and research laboratories. Lectures and discussion periods involving related chemical and physical principles are coordinated with the field trip program. Gives a background in applied science as an enrichment for classroom teaching. Prerequisite: Twenty-two hours of physical sciences including one year of general chemistry, one year of general physics, and two 200- or 300- level courses in chemistry or physics.

333 History of Chemistry 2 sem. hrs. (Formerly 501)

Development of chemistry from early times to present. Prerequisite: 16 semester hours of chemistry.

334 Chemical Literature 2 sem. hrs. (Formerly 502)

Introduction to chemical literature in journals, handbooks, abstracts, monographs, and patents. Problems requiring literature searches in all fields of chemistry. Prerequisite: 20 semester hours of chemistry.

340 *Physical Chemistry* 4 sem. hrs. (Formerly 421)

First of a series in theoretical chemistry dealing with gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics. Four class meetings per week including one three-hour laboratory period. Prerequisite: Physical Sciences 171 or 181, 231, 241, and Mathematics 116.

341 *Physical Chemistry* 4 sem. hrs. (Formerly 424)

Continuation of Physical Sciences 340, including ionic equilibrium, electrical conductance, electromotive force, photo chemistry, spectroscopy, crystals, molecular structure, statistical mechanics, quantum theory, colloids, radioactivity, and nuclear theory. Four class meetings per week including one three-hour laboratory period. Prerequisite: Physical Sciences 340.

342 *Introduction to Biochemistry* 4 sem. hrs.

Chemistry of the proteins, carbohydrates, nucleic acids, vitamins, and enzymes; their degradation, formation, and associated energy changes in biological processes. Four class meetings per week including one three-hour laboratory period. Prerequisite: Physical Sciences 231 and 113 or 240.

344 *Qualitative Organic Analysis* 3 sem. hrs. (Formerly 412)

Identification of organic compounds. Three class meetings per week including two three-hour laboratory periods. Prerequisite: Physical Sciences 241.

PHYSICS**156 *Fundamentals of Physics* 3 sem. hrs. (Formerly 154)**

Basic principles of physics and their applications in everyday living. Mechanics, heat, electricity and light. Three class meetings per week, including one two-hour laboratory period.

157 *Elementary Physics* 5 sem. hrs. (Formerly 152)

Brief course for those who need a one-semester course covering selected topics from the various divisions of physics. Five class meetings per week including one three-hour laboratory period. Students who have had Physical Sciences 156, 170, or 171 may not take this course for credit. May not be used for a first or second field in Physical Sciences.

170 *General Physics* 5 sem. hrs. (Formerly 150)

First half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Five class meetings per week, including one three-hour laboratory period. Students who have had Physical Sciences 157 may not take this course for credit. Prerequisite or concurrent registration: Mathematics 107 or 108.

171 *General Physics* 4 sem. hrs. (Formerly 151)

Continuation of Physical Sciences 170 including elementary magnetism, electricity, electronics, optics, and radiation. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Sciences 157 may not take this course for credit. Prerequisite: Physical Sciences 170.

180 *General Physics* 5 sem. hrs.

Includes the topics covered in General Physics 170 utilizing the concepts of calculus. Students who either plan to specialize in physics with a first field in Physical Sciences or take a second field in physics will be expected to take the 180-181 course sequence. Five class meetings per week including one three-hour laboratory period. Prerequisite: Mathematics 115 or concurrent registration.

181 *General Physics* 5 sem. hrs.

A continuation of Physical Sciences 180. Five class meetings per week including one three-hour laboratory period. Prerequisite: Physical Sciences 180 and Mathematics 116 or concurrent registration.

273 *Intermediate Physics* 3 sem. hrs. (Formerly 252)

A more advanced course in physics for those who are not familiar with calculus. Emphasis is placed on modern physics. Not open to Physical Sciences majors specializing in physics or students with a second field in physics. Prerequisite: Physical Sciences 171.

280 *Mechanics* 3 sem. hrs. (Formerly 265)

Kinematics and dynamics of particles: Introductory treatment of rigid bodies; harmonic oscillation. Prerequisite: Physical Sciences 171 or 181 and Mathematics 116 or concurrent registration.

281 *Thermodynamics* 3 sem. hrs.

The laws of thermodynamics and their application to pure and mixed systems with a brief introduction to statistical mechanics. Prerequisite: Physical Sciences 171 or 181 and Mathematics 116 or concurrent registration.

282 *Electricity and Magnetism* 3 sem. hrs. (Formerly 261)

Electrostatic field; electric fields in simple geometries; electric current; magnetostatic fields, magnetic fields of simple geometries; introduction to electromagnetic theory and Maxwell's equations. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Sciences 171 or 181 and Mathematics 116.

283 *Advanced Laboratory in Physics* 1-2 sem. hrs.

Instruction in the use of precision laboratory equipment and performance of fundamental experiments in physics. May be taken twice for credit. One three-hour laboratory period for each semester hour of credit. Prerequisite or concurrent registration: one 200-level physics course.

284 *Modern Physics* 3 sem. hrs. (Formerly 264)

Foundations of atomic and nuclear physics; short introduction to relativity, quantum mechanics, and solid state physics. Prerequisite: Physical Sciences 171 or 181 and Mathematics 116.

285 *Optics* 3 sem. hrs. (Formerly 272)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Sciences 171 or 181 and Mathematics 116.

286 *Topics in Contemporary Physics* 3 sem. hrs. (Formerly 302)

Atomic and nuclear physics; cosmic radiation; elementary particles; nuclear energy; new theoretical concepts. Prerequisite: 200-level course in physics.

289 *Senior Research in Physics* 3 sem. hrs. (Formerly 299)

Development of a better understanding of the significance of research in physics through the study of a research problem. Prerequisite: 20 sem. hrs. of physics; senior standing and consent of Head of Department.

380 *Fundamentals of Nuclear Physics* 3 sem. hrs. (Formerly 460)

Properties of the atomic nucleus, disintegration processes, detection techniques for nuclear radiation, energy levels, and selection rules. Detailed consideration of topics involved in experimental nuclear research. Prerequisite: Physical Sciences 284.

382 *Theoretical Physics* 3 sem. hrs. (Formerly 463)

Selected topics in the mathematical techniques needed for graduate physics and applications of these techniques to mechanics, electricity and magnetism, and relativity. Prerequisite: Mathematics 340 and two 200-level courses in physics.

383 *Electron Physics* 3 sem. hrs. (Formerly 462)

Free electron gas theory of metals including thermionic emission, photoelectric emission, contact potentials, electrothermal and magneto-electrical effects, discharge of electricity in gases. Prerequisite: Physical Sciences 284 and Mathematics 340.

384 *Introduction to Quantum Mechanics* 3 sem. hrs. (Formerly 561)

Mathematical formulation of quantum theory and applications to simple systems. Prerequisite: Physical Sciences 284 and Mathematics 340.

PHYSICS

(See Physical Sciences)

POLITICAL SCIENCE

(See Social Sciences)

PSYCHOLOGY

(See Education and Psychology)

RUSSIAN

(See Foreign Languages)

SOCIAL SCIENCES

TEACHING STAFF

Head of the Department: Benjamin J. Keeley. Office: Schroeder Hall 323.

Professors: Helen M. Cavanagh, Alice L. Ebel, Alice M. Eikenberry, Arlan C. Helgeson, Benjamin J. Keeley, John A. Kinneman, Helen E. Marshall, Vernon C. Pohlmann, Theodore Sands, Lucy L. Tasher.

Associate Professors: Walter S. G. Kohn, Robert S. Ravicz, Earl A. Reitan.

Assistant Professors: Frances M. Alexander, Harold Bauman, John H. Behling, Robert Bolt, Roger J. Champagne, Thomas P. Dilkes, Charles E. Gray, Stanley E. Grupp, Albert S. Hanser, Warren R. Harden, Kenneth E. Kerle, Kenneth K. Marcus, Vladimir Markotic, Mark A. Plummer, Douglas Poe, Hans-Dieter Renning, Thalia J. Tarrant, Ronald D. Ware.

Instructors: Dorothy E. Lee, Bernard J. McCarney, Olger Pocs, Hanna B. Renning, David E. Sweet, Thomas D. Wilson.

GENERAL EDUCATION COURSES

To meet requirements for group II, students may choose from the following courses in the Social Sciences: *Economics* 107, 171; *History* 123, 124, 128, 135, 136; *Political Science* 105, 150; *Sociology and Anthropology* 106, 166, 181.

For group V, all undergraduate courses in the Social Sciences except the following may be used: *General* 291; *Economics* 273, 370; *History* 139, 292, 295; *Political Science* 151, 252, 256, 257; *Sociology and Anthropology* 265, 267.

FIRST FIELD REQUIREMENTS IN THE SOCIAL SCIENCES

Students electing Social Sciences as a first teaching field must complete a minimum of 16 semester hours in history (8 in United States history and 8 in world history), 8 semester hours in economics, 8 semester hours in political science, and 8 semester hours in sociology—for a minimum of 40 semester hours. In addition, the completion of 291 is highly desirable. The following

courses are required: *Economics* 107 and 171; *History* 123, 124, 135, 136; *Political Science* 150; *Sociology* 106.

COMPREHENSIVE FIELD REQUIREMENTS IN SOCIAL SCIENCES

A limited number of students, with the consent of the Head of the Department of Social Sciences, may pursue a comprehensive field of 55 semester hours. A second field is not necessary with the comprehensive field. Students must complete a minimum of 16 semester hours in history (8 in United States history and 8 in world history), 8 semester hours in economics, 8 semester hours in political science, and 8 semester hours in sociology. The following courses are required: *History* 123, 124, 135, 136; *Economics* 107 and 171; *Political Science* 150; *Sociology* 106. The completion of 291 is highly desirable.

SECOND FIELD REQUIREMENTS IN ECONOMICS

Courses in Economics must total 18 semester hours. The following specific courses are required: 107, 171.

SECOND FIELD REQUIREMENTS IN HISTORY

Courses in History must total 24 semester hours. At least 8 semester hours in U.S. History and 8 semester hours in World History are required. The following specific courses are required: 123, 124 or 128, 135, 136.

SECOND FIELD REQUIREMENTS IN POLITICAL SCIENCE

Courses in Political Science must total 18 semester hours. The following course is specifically required: 150.

SECOND FIELD REQUIREMENTS IN SOCIOLOGY—ANTHROPOLOGY

Courses in Sociology—Anthropology must total 18 semester hours. The following course is specifically required: 106.

COURSES IN SOCIAL SCIENCES

Courses are listed under five topics: General Courses, Economics, History, Political Science, Sociology—Anthropology.

Undergraduate courses have the following plan for numbers: Number 105 is Political Science, 106 is Sociology and 107 is Economics. The 120's, 220's and 320's—European history; the 130's, 230's, and 330's—United States history; the 140's, 240's, and 340's—World history; the 150's, 250's, and 350's—political science; the 160's, 260's, and 360's—sociology; the 170's, 270's, and 370's—economics; the 180's, 280's, and 380's—Anthropology.

GENERAL COURSES

291 *Materials in Social Sciences* 2 sem. hrs.

Historical approach to the development of the social sciences with emphasis on the changing content of each field and its significance for the high school curriculum. Emphasis on historiography, leaders in each field, professional and scholarly organizations, and current literature and materials for the informed teacher. For students who have a first or second field in the social sciences.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments, will be announced each time the course is offered.

ECONOMICS

107 *Principles of Economics I* 3 sem. hrs.

Provides material essential to intelligent citizenship and an understanding of some basic forces underlying the economy. Assures a workable balance between the descriptive, analytical, and the problem approach to economic education.

171 *Principles of Economics II* 3 sem. hrs.

Designed to give the student an acquaintance with our economic system and the theory explaining its operation. The course seeks to clarify numerous economic terms in common use as well as describe some of the basic economic institutions and practices. Prerequisite: Social Sciences 107.

272 *Comparative Economic Systems* 2 sem. hrs.

Analysis of the theoretical and descriptive aspects of Capitalism, Communism, Fascism, and Socialism. Special emphasis given the process of economic decision-making, particularly with respect to the allocation of resources and economic growth. Prerequisite: Social Sciences 171.

273 *Money and Banking* 3 sem. hrs.

Development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities. Prerequisite: Social Sciences 171.

274 *Labor Economics and Labor Problems* 3 sem. hrs.

The worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. Prerequisite: Social Sciences 171.

370 *Transportation* 3 sem. hrs. (Formerly 270)

Development of railway, waterway, air, and highway transportation. Considerable attention is given to the major problems growing out of increased traffic and its regulation. Major emphasis on contemporary conditions and problems. Prerequisite: Social Sciences 171.

371 *Intermediate Economic Theory* 3 sem. hrs. (Formerly 571)

Intense and critical examination of the economic theory underlying the operation of a system of free enterprise. Prerequisite: Social Sciences 171.

375 *Public Finance* 3 sem. hrs. (Formerly 475)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation. Prerequisite: Social Sciences 171.

377 *Selected Studies in Economics* 3 sem. hrs.

The field of study covered will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once. Prerequisite: Social Sciences 171.

378 *History of Economic Thought* 3 sem. hrs. (Formerly 275)

Economic thought and theory from ancient to modern times. Emphasis on those ideas which influenced the economic development of western civilization. Prerequisite: Social Sciences 171.

379 *International Economics* 3 sem. hrs. (Formerly 271)

Designed to examine such basic aspects of the international economy as the reasons for trade, the terms of trade, and the adjustments necessary to achieve the highest possible plane of living. Particular emphasis on the tariff issue and the purposes and functions of the international financial institutions now extant. Prerequisite: Social Sciences 171.

HISTORY

123 *History of Civilization and Culture* 3 sem. hrs.

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

124 *History of Civilization and Culture* 3 sem. hrs.

Continuation of History 123. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization. Students who have had Social Sciences 128 may not take this course for credit.

128 *Modern World Civilizations, 1200 to Present* 4 sem. hrs.

To give an understanding of the forces and events of the leading historical movements from medieval times to the present. Designed for students who do not have a first or comprehensive field in Social Sciences. Students who have had Social Sciences 124 may not take this course for credit.

135 *History of the United States* 3 sem. hrs.

Colonial and national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

136 *History of the United States* 3 sem. hrs.

Continuation of Social Sciences 135 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

139 *History of Illinois* 2 sem. hrs.

A survey of the history of Illinois with emphasis upon the changes that have come with the growth of industrialization and urbanization.

220 *Ancient History* 3 sem. hrs.

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. Prerequisite: Social Sciences 123.

222 *History of Russia* 2 sem. hrs. (Formerly 127)

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

224 *English History* 3 sem. hrs.

Development of the British Constitution, the church, the rise of machine civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, and problems of World Wars I and II. Prerequisite: Social Sciences 123 or 124 or 128.

225 *Renaissance and Reformation, Europe 1300-1600* 2 sem. hrs.

The transition from the medieval to the modern world; consolidation of national monarchies, problems of the Church, Renaissance in Italy, Christian humanism, Reformation and the Religious Wars, explorations and the colonial empires, thought and literature of the sixteenth century. Prerequisite: Social Sciences 123 or 124 or 128.

226 *Absolutism and Enlightenment, Europe 1600-1789* 2 sem. hrs.

Political and intellectual history of Europe in the seventeenth and eighteenth centuries; emphasis upon absolutism in France, constitutional conflict in England, colonial expansion, philosophy, science, and religion. Prerequisite: Social Sciences 123 or 124 or 128.

227 *French Revolution, 1789-1815* 2 sem. hrs.

Society, culture, and government under the monarchy; destruction of the old order—hierarchical, hereditary, monarchical, and absolutist; rise and fall of Napoleonic France; struggle for world power between France and Great Britain. Prerequisite: Social Sciences 124 or 128.

231 *Colonial Life and Institutions* 3 sem. hrs.

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. Prerequisite: Social Sciences 135.

232 *History of the American Frontier* 3 sem. hrs.

Westward movement and the influence of the frontier on American life and institutions. Prerequisite: Social Sciences 135.

233 *Expansion and Union* 2 sem. hrs.

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. Prerequisite: Social Sciences 135.

234 *Building the Nation* 2 sem. hrs.

Emergence of the independent United States. Emphasis upon the work of the Constitutional Convention and the establishment of a national government, shaped politically, economically, and socially by the principles and influence of early federalism and of Jeffersonian democracy. Prerequisite: Social Sciences 135.

235 *History of the South* 3 sem. hrs.

Characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. Prerequisite: Social Sciences 135.

236 *American Industrial History* 3 sem. hrs.

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity. Prerequisite: Social Sciences 135 or 136.

238 *Old Northwest, 1840-1880* 2 sem. hrs.

States of the Northwest Territory and their neighbors from the Jacksonian Period to the Gilded Age. The people of the region, their attitudes toward national affairs, and their significant contributions to the building of the nation. Attention directed toward problems of modern America. Prerequisite: Social Sciences 135.

239 *United States as a World Power* 2 sem. hrs.

Emergence of the United States as a great power in world affairs. Problems of isolation, neutrality, relations with the League of Nations, and the peace treaties following World Wars I and II. Emphasis upon world affairs with attention directed toward the participation and leadership of the United States after World War II. Prerequisite: Social Sciences 136.

243 *History of the Far East* 3 sem. hrs.

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics. Prerequisite: one of Social Sciences 123, 124, or 128.

245 *History of the Western Hemisphere* 3 sem. hrs.

For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Prerequisite: Social Sciences 123 or 124 or 128.

292 *American Life and Institutions* 3 sem. hrs.

History of the United States from 1865 to the present time. Unit organization, based on life, cultures and special problems of modern America. An evaluation of elementary texts and illustrative materials. For elementary teachers.

295 *Representative Historical Personages* 3 sem. hrs.

Personalities selected from the wide scope of history. Emphasis on period placement, character building, and lasting influence of the historical characters. For the elementary curriculum—primarily for the middle grades. Prerequisite: Social Sciences 135 or 136 and one of Social Sciences 123, 124, or 128.

323 *Economic and Social History of the Middle Ages* 3 sem. hrs.
(Formerly 223)

Medieval agriculture, trade, industry and towns.

324 *Selected Studies in European History* 3 sem. hrs. (Formerly 424)

The field of study will vary every semester according to the interests and needs of students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once.

328 *Europe in the Nineteenth Century: 1815-1914* 3 sem. hrs.
(Formerly 228)

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

329 *Contemporary World History* 3 sem. hrs. (Formerly 229)

An investigation of the forces of change in the contemporary world. The causes and nature of W.W. I, W.W. II, and the Cold War; Communism, Fascism; impact of industrialization, science, and liberalism; emergence of new nations in Asia and Africa.

331 *Lincoln: the Man and His Times* 2 sem. hrs. (Formerly 431)

Emphasis on the use of biography and collections of Lincoln materials, both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

332 *History of American Diplomacy* 2 sem. hrs. (Formerly 237)

The history of the diplomatic activities of American government. A presentation and interpretation of official papers and documents as well as personalities in American diplomacy.

333 *History of the Mississippi Valley* 3 sem. hrs. (Formerly 433)

Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

337 *The United States and the Twentieth Century* 2 sem. hrs.
(Formerly 437)

Social, intellectual, political, and economic history of the age of giant industry and international finance, progressive reform and conservative reactions, depression and social experiment, world conflict and the assumption of international responsibilities.

338 *Selected Studies in American History* 3 sem. hrs.

The field of study will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once.

346 *Selected Studies in the History of Asia* 2 sem. hrs.
(Formerly 446)

The field of study will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once.

POLITICAL SCIENCE

105 *Introduction to Political Science* 3 sem. hrs.

A factual overview for teacher and citizen. Covers such topics as forms of democracy; other contemporary political systems; the constitutional system of the United States at national, state, and local levels. Also examines policy making, party systems, and the United States as a world power.

150 *American National Government* 3 sem. hrs.

The relationship between the government and the governed; the structural organization of the government; the processes employed in giving protection to life, liberty, and property; and institutions developed to promote the general welfare.

151 *Political Institutions and Practices in Illinois* 2 sem. hrs.

Organization and function of local and state government in Illinois. Emphasis on elections, the role of voters, and the duties and responsibilities of officials. Recommended for students who wish to prepare for the special examination on the constitutions. Also recommended for teachers who wish to organize selected units for teaching the constitutions. Not open to students who have had Social Sciences 255.

252 *Municipal Problems and Administration* 3 sem. hrs.

Growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

254 *International Relations* 3 sem. hrs.

Problems of nationalism, imperialism, war, and peace. The growth of international organization is emphasized and the whole material is pointed to the future.

255 *State and Local Government* 3 sem. hrs.

Structure and functioning of state and local governments (counties, townships, and special districts); federal-state, interstate, and state-local relationships and problems. Not open to students who have had Social Sciences 151.

256 *History of Political Thought* 3 sem. hrs.

Designed to acquaint the student with the main trends in the development of Western political philosophy, emphasizing our indebtedness to the great thinkers of the past and present, and discussing their ideas in terms of their significance to us today. Prerequisite: Social Sciences 105 or 150.

257 *Public Administration* 3 sem. hrs.

Scope, organization and functioning of public administration; administrative behavior and techniques; personnel selection and processes; budgeting; the role of the administrator in politics; evolution and control of administration. Prerequisite: Social Sciences 105 or 150.

258 *Comparative Government* 3 sem. hrs. (Formerly 457)

To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

351 *American Constitutional Law* 3 sem. hrs.

Analysis and discussion of leading cases interpreting the United States Constitution with consideration given to the political and economic conditions underlying the decision.

353 *Political Parties* 2 sem. hrs. (Formerly 253)

American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

356 *American Political Thought* 2 sem. hrs.

The main ideas of American Political theory from the colonial period to the present time. Special emphasis will be given to current discussion among political scientists as to the nature of the discipline and the role of theory in it.

358 *Political Systems: Theory and Practice* 2 sem. hrs.

The origin, theory, and practice of constitutional democracies and of totalitarian regimes. The democratic challenge to dictatorships. The autocratic challenge to constitutionalism. Provided different material is covered, the course may be taken for credit more than once.

SOCIOLOGY AND ANTHROPOLOGY

106 *Introduction to Sociology* 3 sem. hrs.

A descriptive and factual overview of man, society, culture, folkways, population, social groups, communities, institutions, social change and selected social problems.

181 *General Anthropology* 3 sem. hrs.

An introduction to the fields of anthropology—physical and cultural—providing the student with an opportunity to acquire a mature understanding of the nature of man and his behavior in the societies of the world. Attention is centered on such topics as human evolution, modern races and racism, archeology, the concept of culture, culture-personality relationships, culture change, language in relation to behavior, the application of anthropology to "practical" concern, especially to the field of education.

261 *The Community* 3 sem. hrs.

The structure and functioning of the community, both rural and urban. Changes in the community, leadership in the community, the organization of the community, and the relation of the community to other institutions.

262 *The Family* 3 sem. hrs.

The family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263 *Social Disorganization* 2 sem. hrs.

Problems of pathological behavior, community disorganizations and their interrelationships. Selected personal and social pathologies and the various frames of reference for viewing these problems.

264 *Minority Peoples* 2 sem. hrs.

Population and immigration, race relations, and the problems arising from the fusion of cultures.

265 *Surveys and Fieldwork* 1-6 sem. hrs.

For advanced students who have had one or more courses in sociology, preferably Social Sciences 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

267 *Population* 2 sem. hrs.

An analysis of the factors affecting population changes; migration, birth rates, death rates; theories and policies of population numbers and quality; significance of population size, growth, and decline for education, industry, government, and other institutions.

268 *Sociology of Religion* 2 sem. hrs.

Analysis of religious behavior in our own and other societies as an aspect of group behavior common to all societies; consideration of nature, functions, scope, origins of religion; impact of religion on the individual, society, and culture; impact of social forces on religion.

269 *Introduction to Social Work* 3 sem. hrs.

A general introduction to the history and present system of operation and organization of social work.

282 *The American Indian* 3 sem. hrs.

Analysis of the social, economic, religious, and artistic developments of various representative American Indian societies. Environmental and historical factors shaping these ways of life; particular attention to Indians as they are today—their reservation cultures, the federal policies toward them, and their future prospects. Prerequisite: Social Sciences 181 or 106.

366 *Contemporary Social Movements* 2 sem. hrs. (Formerly 466)

Analysis of social unrest as indicative of social disorganization; patterns of collective behavior; structure and functions of social movements. An examination of various types of social movements—religious, political, revolutionary, youth, agrarian, and reform. Analysis of morale, strategy, types of leaders, and control mechanisms.

367 *Criminology* 3 sem. hrs. (Formerly 467)

Intensive study of the causes of crime and delinquency, together with the recognition, detection, and prevention of criminal acts. Attention given to roles to be assumed by contemporary institutions in preventing crime; also to the evolution of penology and current practices in penal care.

368 *Public Opinion and Propaganda* 3 sem. hrs. (Formerly 558)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school. May be considered Political Science as well as Sociology.

381 *Cultural Anthropology* 2 sem. hrs.

Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

383 *Selected Studies in the Cultures of Africa* 2 sem. hrs.

(Formerly 483)

Concentrated study of culture patterns of selected groups in Africa. Introduction to the physical characteristics and history of the aboriginal African peoples and study of their social, political, and intellectual life. An analysis of the dynamics of culture change together with the human problems resulting from these changes. Prerequisite: Social Sciences 106 or 181.

384 *Selected Studies in Anthropology* 3 sem. hrs.

The field of study covered will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once.

SOCIOLOGY

(See Social Sciences)

SPANISH

(See Foreign Languages)

SPEECH

TEACHING STAFF

Head of the Department: Charles A. White. Office: Centennial Building West 218E.

Professors: G. Bradford Barber, Carl A. Dallinger, Dorathy Eckelmann, Glenn J. Taylor, Charles A. White.

Associate Professors: Ralph L. Smith, George A. Soderberg, Harry E. Stiver.

Assistant Professors: Mabel C. Allen, Charles E. Bickley, Don M. Burks, Keith C. Davidson, Robert O. Lupella, Margaret Parret, Doris M. Richards, Stanley G. Rives, Robert C. Whitlatch, Ruth V. Yates.

Instructors: Roy A. Beck, Yvonne M. Bronowicz, Dorothy H. Dallinger, Raymond L. Fischer, Karen A. Halvorson, Marilyn K. Soderberg.

Students electing a first or second field in speech are excused from Speech 110.

GENERAL EDUCATION COURSES

For group I, students must take Speech 110. To meet requirements for group V, students may choose from the following courses in Speech: 123, 130, 141, 160, 202, 324, 333.

FIRST FIELD REQUIREMENTS IN SPEECH

Courses in Speech must total 34 semester hours. The following specific courses are required: 112, 114, 123, 125, 131, 133, 141, 215, 281.

SECOND FIELD REQUIREMENTS IN SPEECH

Courses in Speech must total 24 semester hours. The following specific courses are required: 112, 114, 123, 125 or 133, 141, 215, 281.

SECOND FIELD REQUIREMENTS IN SPEECH CORRECTION

Students taking a first field in Speech may elect this second field to become certified as Speech Correctionists. The following specific courses are required: Biological Sciences 181, 182; Psychology 232, 331; Speech 311, 318, 319, 350, 351, 371, 372. Student Teaching must be done in the Speech clinic. Two hundred clock hours of clinical work are required. These are ordinarily completed in Education 399.

COURSES IN SPEECH

110 *Fundamentals of Speech* 3 sem. hrs.

Theory and practice to develop acceptable speech proficiency in the various speaking activities demanded of citizens in a free society. Prerequisite: English 101 and satisfactory completion of the speech usage test.

112 *Public Speaking* 3 sem. hrs.

Theory and practice in the selection and organization of materials, in the skillful use of language, and in the presentation of various types of speeches.

114 *Voice and Articulation* 3 sem. hrs.

Voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.

123 *Discussion* 3 sem. hrs.

Theory and practice in reflective group discussion methods as a means of learning, understanding, and decision-making in a free society.

125 *Argumentation and Debate* 3 sem. hrs.

Theory and practice in the art of advocacy involving analysis, arrangement, and presentation of arguments for the purpose of decision-making and social control.

130 *Introduction to the Theatre* 3 sem. hrs.

A study of the contemporary theatre, the arts which it involves, and the backgrounds from which it developed. May not be used for a first or second field in Speech.

131 *Stagecraft and Scene Design* 3 sem. hrs.

Forms of stage scenery and methods of constructing scenic units. Painting, lighting, and properties. Basic elements of stage design. Laboratory to be arranged with instructor.

132 *Acting* 3 sem. hrs.

Theatre arts from the standpoint of the principles of acting. Studies in pantomime and characterization. Reading and interpretation of plays suitable for community and school production. Two hours of lecture-discussion and two hours of scheduled laboratory each week.

133 *Play Directing* 3 sem. hrs.

Selection of plays, casting, and rehearsal techniques. Studies in stage composition, picturization, characterization, and movement. Students direct scenes from various plays in class. Two hours of lecture-discussion and two hours of scheduled laboratory each week.

134 *Costuming and Makeup* 3 sem. hrs.

Historical survey of costumes and makeup with emphasis on the practical reproduction of both. Laboratory to be arranged with instructor includes pattern drafting, fitting, choice of textiles, basic color and design, and techniques of stage makeup.

141 *Oral Interpretation of Literature* 3 sem. hrs.

Fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. Prerequisite: Sophomore standing and Speech 110 or 114.

160 *Introduction to Radio and Television* 3 sem. hrs.

History of radio and television, demonstration of studio techniques, analysis of program types, consideration of classroom utilization of broadcasting. Prerequisite: Speech 110 or 112.

202 *Extempore Speaking* 2 sem. hrs.

Applied course in expository and persuasive speaking, intended for the student for whom Speech 110 has provided insufficient speaking skill. Students who have had Speech 321 may not take this course for credit. Prerequisite: Speech 110.

212 *Speech Correction for Classroom Teachers* 3 sem. hrs.

Speech sounds and the mechanism used to produce them; the speech disorders of elementary school children and methods of re-education. Prerequisite: Speech 110.

215 *Speech Correction* 3 sem. hrs.

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For students with a teaching field in Speech and for students in the Special Education curriculum in Speech Re-education. Prerequisite: Speech 114.

231 *Stage Design and Lighting* 2 sem. hrs.

Nature, function, and aesthetics of scene design and lighting for the stage, with practice in composition. Laboratory to be arranged with instructor. Prerequisite: Speech 131.

232 *Creative Dramatics* 3 sem. hrs.

The creative approach to the use of dramatic activity in the classroom: its objectives, materials, guidance techniques. Adaptation to the needs, interests, and attitudes of each age level from pre-school to junior high school. Observations and projects are required.

233 *Children's Theatre* 3 sem. hrs.

The production of theatre for children: the history of children's theatre; selection and analysis of scripts; problems of directing and acting; special problems of technical production; the organization and management. Laboratory work in the production and performance of children's plays required.

239 *Dramatic Workshop* 3 sem. hrs.

For teachers not having a teaching field in Speech who wish to prepare for directing high school plays. Selection of plays, directing techniques, crew organization, and basic production techniques. Participation in the production of one-act or longer plays.

242 *Experiencing Books Through Speech Activities* 3 sem. hrs.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110. This course is also offered as Library 242.

243 *Oral Reading* 3 sem. hrs.

Improving the teacher's oral reading; principles for teaching oral reading.

261 *Radio and Television Workshop* 3 sem. hrs.

Projects in script preparation, production, and evaluation with emphasis on the educational program and documentary techniques. Prerequisite: Speech 110 or 112.

280 *The Teaching of Speech in the Elementary School* 3 sem. hrs.

Theory and practice in the oral aspects of the language arts program designed to help teachers utilize the speech arts in the classroom. Includes structural observation and participation in the laboratory school. Prerequisite: Speech 110 or concurrent registration.

281 *Principles of Speech Education* 3 sem. hrs. (Formerly 381)

Philosophy of speech education, classroom speech, extra-class projects, textbook analysis, and professional associations.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's first or second field. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

311 *Phonetics* 3 sem. hrs.

Sound system of American speech and its standard and sub-standard variations. Practice in transcribing and reading using phonetic symbols.

317 *Speech Clinic* 1-6 sem. hrs. (Formerly 217)

Diagnostic tests and methods of speech correction applied to those enrolled in the Speech Correction Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212 or 215.

318 *Clinical Procedures in Speech Correction* 3 sem. hrs.

History and development of speech correction, the procedures for setting up and carrying out a public school speech correction program. Evaluation techniques and procedures and their application to various speech disorders and to methods of speech correction.

319 *Speech Pathology* 5 sem. hrs. (Formerly 219)

Speech disorders arising from structural, neurological, and endocrine pathologies. Psychological problems, including stuttering. Emphasis on diagnostic and therapeutic procedures. Prerequisite: Speech 212 or 215.

321 *Speech Composition* 3 sem. hrs.

Theory and practice in demonstrative, deliberative, and forensic address through a study of theories of style and historically significant models.

324 *Persuasion* 2 sem. hrs.

Study and practice in the art of influencing the beliefs and behavior of men through speech. Emphasis on the Aristotelian areas of persuasion—logical, personal, and emotional—and the audience in the speech situation. Prerequisite: Speech 110 or 112.

328 *British and American Public Address* 3 sem. hrs. (Formerly 428)

Outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them.

333 *Modern Drama* 3 sem. hrs.

Trends in dramatic literature and theatrical productions from Ibsen to the present day. Reading reports and discussion of the plays of the leading dramatists of Europe, Great Britain, and America.

334 *History and Styles of Stage Costuming* 3 sem. hrs.

Concentrated history of costumes from the ancient Egyptian period to the present time. Emphasis on the costume's reflection of cultural and social milieu. Consideration of the costume's practical application to the stage. Laboratory to be arranged with instructor. Prerequisite: Speech 134.

335 *History of the Theatre* 3 sem. hrs.

Background for the study and production of plays including the reading of great plays of different historical periods, a study of the manner in which they were produced, and their relation to the cultural life of the time.

336 *Problems in Acting* 3 sem. hrs.

Introduction to and practice in the various advanced styles of acting prevalent in the more important periods of theatrical history and native to specific forms of comic and serious drama. Laboratory to be arranged with instructor. Prerequisite: Speech 132.

337 *Problems in Directing* 3 sem. hrs.

Theories and techniques of directing plays of differing forms, styles, and historical periods. Concentration on various aesthetic principles involved in directing in different types of theatres. Laboratory to be arranged with instructor. Prerequisite: Speech 131 and 133.

341 *Advanced Oral Interpretation of Literature* 3 sem. hrs.

The oral study of selected types of literature with emphasis upon drama and poetry; projects in organizing materials; presentation of individual and multiple reading projects. Prerequisite: Speech 141.

348 *Playwriting* 3 sem. hrs.

Playwriting techniques of selected masters of dramaturgy, with practical application of the techniques of the writing of original plays. Both literary and professional aspects of writing for the theater will be considered. When possible, opportunity will be provided for the laboratory production of original scripts of quality in University theater-workshop projects. This course is also offered as English 348.

350 *Audiometry and Hearing Aid Selection* 2 sem. hrs.

Use of equipment for determining hearing loss; the interpretation of test results; hearing aid selection procedures. An additional class hour is scheduled for laboratory practice.

351 *Lip Reading and Auditory Training* 2 sem. hrs.

Principles and methods of teaching lip reading. Procedures for training in the use of residual hearing. Special speech problems of the hard of hearing. Prerequisite: Speech 350 or consent of Head of Department of Speech.

352 *Clinical Practice in Lip Reading and Auditory Training* 2 sem. hrs.

Practice in teaching lip reading and training in the use of residual hearing with children and adults. Consideration of instructional materials and problems of actual rehabilitation. Prerequisite: Speech 351.

356 *Conservation of Hearing* 2 sem. hrs.

Hygiene of the hearing apparatus. Causes of hearing loss—partial and complete. Types of hearing loss and their effect on the acquisition and retention of speech.

370 *Psychology of Speech* 2 sem. hrs.

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects. The speech personality. The nature of various kinds of audiences. Prerequisite: Ten semester hours in speech.

371 *Speech Science* 2 sem. hrs.

Principles of physics involved in the production and reception of spoken language.

372 *Anatomy and Physiology of Hearing and of Speech* 2 sem. hrs.

Anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. Prerequisite: Biological Sciences 181 and 182.

381 *Teaching of Speech in the Secondary School* 2 sem. hrs.

(Formerly 481)

Present trends in the teaching of speech and an evaluation of current teaching materials.

ZOOLOGY

(See Biological Sciences)

*WORKSHOPS

193 *Workshop* 1-6 sem. hrs.

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff. Credit will be given by the department offering the workshop. Prerequisite: Teaching experience and possible departmental requirements in terms of work to be done.

293 *Workshop* 1-6 sem. hrs.

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

393 *Workshop* 1-6 sem. hrs.

Advanced workshop for juniors, seniors, and graduate students.

METCALF ELEMENTARY SCHOOL

TEACHING STAFF

Director: Vernon L. Replogle. Office: Metcalf Building 146.

Assistant Director: William B. Legge. Office: Metcalf Building 146.

Acting Associate Director and Coordinator of Special Education: Ernest E. Olson. Office: Fairchild Hall 105.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation.

Supervising Teachers

Associate Professor: George F. McCoy, School Psychologist.

Assistant Professors: Mary Arnold, Robert E. Carter, Ruth L. Cole, Frances L. Damm, Louise Farmer, Thomas W. Floyd, Malinda D. Garton, Josephine B. Howard, Elizabeth A. Hughes, Genevieve R. Langston, William B. Legge, Marjorie L. Lewis, Faye E. Mansfield, Inez L. Mauck, Evelyn J. Rex, Mary A. Rozum, Alice Sheveland, Ethel G. Stein, Vivian Tasker, Sadie B. Udstuen, Helen D. Wallingford.

Instructors: Kenneth R. Beckman, Barbara A. Beggs, Anita F. Jones, Larry D. Kennedy, Alfred D. Larson, Alice L. O'Brien, Frances D. Prince, Luella E. Schultze, Ida G. Weiser, Betty Woodson, Ethel Wooley.

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MR. WILLIAM E. REED.....	Oak Park
MR. CLARENCE ROPP.....	Normal

1959-1965

MR. MORTON H. HOLLINGSWORTH.....	Joliet
MRS. HARRIET LOWDEN MADLENER.....	Oregon
MR. ROYAL A. STIPES, JR.	Champaign

1961-1967

MR. WILLIAM E. McBRIDE.....	Chicago
MR. NOBLE J. PUFFER.....	Chicago
MR. PAUL STONE.....	Sullivan

EX-OFFICIO MEMBERS

MR. JAMES A. RONAN, Director of Finance.....	Springfield
MR. RAY PAGE, Superintendent of Public Instruction.....	Springfield

DR. FREDERICK H. McKELVEY, Executive Officer.....Springfield

Illinois State Normal University is governed by the Teachers College Board. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law.

Administrative and Faculty Personnel

DIRECTORY OF ADMINISTRATIVE PERSONNEL

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Vice President and Dean of the Faculty.....	ARTHUR H. LARSEN
Dean of Undergraduate School.....	FRANCIS B. BELSHE
Acting Dean of Graduate School.....	ARLAN C. HELGESON
Administrative Assistant to the President.....	ERIC H. JOHNSON
Business Manager.....	PRESTON ENSIGN

Admissions and Records, Director of.....	HOWARD J. IVENS
Agriculture Department, Head of.....	HARVEY S. WOODS
Alumni Relations, Director of.....	FRANCIS WADE
Appointments Bureau, Director of.....	HAROLD E. GIBSON
Art Department, Head of.....	F. LOUIS HOOVER
Athletics, Director of.....	HOWARD J. HANCOCK
Biological Sciences Department, Head of.....	ROBERT O. RILETT
Business Education Department, Head of.....	LEWIS R. TOLL
Education and Psychology Department, Head of.....	FRANK PHILPOT
Elementary Education Division, Director of.....	HELEN M. NANCE
English Department, Head of.....	VICTOR E. GIMMESTAD
Extension and Field Services, Director of.....	FRANCIS R. BROWN
Foreign Languages Department, Head of.....	FRANK D. HORVAY
Foreign Student Services, Coordinator of.....	LELA WINEGARNER
Geography Department, Head of.....	ARTHUR W. WATTERSON
Health and Physical Education (Men) Department, Head of.....	BURTON L. O'CONNOR
Health and Physical Education (Women) Department, Head of.....	ELLEN D. KELLY
Health Service	
Director.....	DR. CLARENCE W. HARDY
Assistant Director.....	DR. IRVING W. SALOWITZ
Home Economics Department, Head of.....	FLORENCE P. DAVIS
Housing, Director of.....	ISABELLE TERRILL
Residence Halls for Men, Director of.....	KEITH L. SCOTT
Residence Halls for Women, Acting Director of.....	DOROTHY CARRINGTON
Off-Campus Housing, Assistant Director of.....	JOHN P. WOLTER
Industrial Arts Department, Head of.....	CHARLES B. PORTER
Junior College Curriculum, In Charge of.....	ELDEN A. LICHTY
Junior High School Curriculum, In Charge of.....	HELEN M. NANCE
Laboratory Schools	
Metcalf Elementary School, Director of.....	VERNON L. REPLOGLE
Metcalf Elementary School, Acting Associate Director of.....	ERNEST E. OLSON
Metcalf Elementary School, Assistant Director of.....	WILLIAM J. LEGGE
University High School, Director of.....	HARRY D. LOVELASS
University High School, Associate Director of.....	RUTH C. HUGGINS

University High School, Assistant Director of.....	LEWIS L. LEGG
Libraries, Director of.....	ROBERT R. HERTEL
Mathematics Department, Head of.....	CLYDE T. MCCORMICK
Museum, Director of.....	CECILIA PEIKERT BUNNEY
Music Department, Head of.....	HOWARD H. RYE
Physical Sciences Department, Head of.....	BERNARD L. RYDER
Professional Laboratory Experiences, Director of.....	CECILIA J. LAUBY
Publicity, Director of.....	MRS. GERTRUDE M. HALL
Registrar, Acting.....	FERNE WALLACE
Social Sciences Department, Head of.....	BENJAMIN J. KEELEY
Special Education Division, Director of.....	HAROLD R. PHELPS
Special Services, Director of.....	HAROLD E. GIBSON
Speech Department, Head of.....	CHARLES A. WHITE
Students	
Men, Dean of.....	RICHARD E. HULET
Men, Assistant Dean of.....	JOHN W. GILLIS
Men, Assistant Dean of.....	RICHARD M. TRUMPE
Women, Dean of.....	ANNA L. KEATON
Women, Assistant Dean of.....	DOROTHY CARRINGTON
Women, Assistant Dean of.....	ETHEL G. FEICKE
Student Financial Aids, Director of.....	RICHARD J. SMITH
Summer Session, Director of.....	ARTHUR H. LARSEN
University Union, Director of.....	BRUCE T. KAISER
Veterans' Services, Director of.....	JOHN W. GILLIS

UNIVERSITY COUNCIL

The date in parentheses indicates expiration of term.

ELIZABETH RUSSELL (1965), Chairman	ERIC H. JOHNSON, ex officio
ARLAN C. HELGESON (1964), Vice Chairman	ARTHUR H. LARSEN, ex officio
DEVERNE DALLUGE (1965), Secretary	LEWIS L. LEGG (1964)
ROBERT G. BONE, ex officio	WILLARD J. MCCARTHY (1963)
ARLEY F. GILLET (1963)	FRANK N. PHILPOT (1964)
HAL GILMORE (1963)	DONALD M. PRINCE (1965)
WARREN R. HARDEN (1965)	CHARLES A. WHITE (1964)
	RUTH YATES (1963)

THE FACULTY

The date following the name of the person indicates the year of joining the staff of this University.

- ELLEN MAXINE ABSHIRE 1960 *Instructor in Health and Physical Education*
B.A., Bridgewater College, Bridgewater, Virginia; M.S., Indiana University
- LAURA LOMBARD ADDISON 1962 *Assistant Professor of Library Science*
Assistant Librarian
A.B., M.A., Louisiana State University; M.A., University of Denver
- FRANCES M. ALEXANDER 1945 *Assistant Professor of the Teaching of Social Sciences*
A.B., A.M., University of Illinois
- MABEL CLARE ALLEN 1929 *Assistant Professor of Speech*
A.B., Bradley University; M.A., Northwestern University
- THEODORE BENJAMIN ALMY 1948 *Administrative Assistant to the Dean of the Faculty*
Associate Professor of the Teaching of English
A.B., Dartmouth College; A.M., Duke University; Ed.D., University of Illinois
- HAZELLE M. ANDERSON 1960 *Assistant Professor of Library Science*
B.A., Augustana College; B.S. in L.S., University of Illinois; M.A., Northwestern University
- HISAO P. ARAI 1961 *Associate Professor of Parasitology*
A.B., Ph.D., University of California at Los Angeles
- MARY N. ARAI 1961 *Research Associate in the Department of Biological Sciences*
B.Sc., University of New Brunswick, Canada; M.A., University of Toronto, Canada; Ph.D., University of California at Los Angeles
- MARY SUSAN ARNOLD 1939 *Assistant Professor and Supervising Teacher*
in the Metcalf School
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan
- WILLIAM D. ASHBROOK 1947 *Professor of Industrial Arts*
B.Ed., Illinois State Normal University; M.S., Colorado State College; Ph.D., University of Pittsburgh
- JANICE A. AUGUSTSON 1962 *Resident Director of Fell Hall*
Instructor in Education
A.B., Augustana College; M.S. in Ed., Indiana University
- BEVERLY A. BALL 1962 *Instructor in Health and Physical Education*
B.S. in Ed., Western Illinois University; M.S., MacMurray College
- G. BRADFORD BARBER 1944 *Professor of Speech*
B.Ed., Western Illinois University; M.A. (Education), M.A. (Speech), University of Iowa; Ph.D., Ohio State University
- GEORGE BARFORD 1947 *Assistant Professor of Art*
B.Ed., University of Wisconsin, Milwaukee; M.A., Teachers College, Columbia University
- *BUFORD H. BASS 1951 *Assistant Professor of Health and Physical Education*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- *ADRIAN BAUCOM 1957 *Instructor in Mathematics*
B.S., Murray State College, Kentucky; M.A., University of Kentucky
- HAROLD BAUMAN 1962 *Assistant Professor of History*
B.A., M.A., University of Oregon
- ROBERT F. BEAUCHAMP 1962 *Assistant Professor of English*
A.B., Eastern Michigan University; M.A., Wayne State University
- ROY A. BECK 1960 *Instructor in Speech*
B.S. in Ed., Southeast Missouri State College; M.S., Southern Illinois University
- KENNETH R. BECKMAN 1960 *Instructor in Education and Supervising Teacher*
Neurological Impairment
B.A., Iowa State Teachers College; M.A., State University of Iowa
- FRANK BEDOGNE, JR. 1961 *Assistant Professor of Art*
B.S., State Teachers College, Edinboro, Pennsylvania; M.Ed., University of Colorado; A.M., Colorado State College; Ed.D., Pennsylvania State University

*Leave of absence in 1962-63 school year.

- BARBARA ANN BEGGS 1958 *Instructor and Supervising Teacher
Deaf and Hard of Hearing*
B.A., University of Texas; M.A., Teachers College, Columbia University
- JOHN H. BEHLING 1961 *Assistant Professor of Sociology*
B.Sci., M.S., Ph.D., Ohio State University
- CLAUDE A. BELL 1956 *Assistant Professor of Industrial Arts*
B.S., Western Kentucky State College; M.Ed., University of Missouri
- FRANCIS B. BELSHE 1948 *Dean of the Undergraduate School
Professor of Education*
B.S. in Ed., A.B., Southwest Missouri State College; M.A., Ph.D., Yale University
- *HELEN W. BENJAMIN 1946 *Assistant Professor of Business Education*
B.B.A., Lake Forest College; M.A., Teachers College, Columbia University
- JULIA J. BEWSEY 1960 *Instructor in Library Science
Assistant Librarian*
B.A., Butler University; M.A., Indiana University
- DOUGLAS R. BEY 1944 *Professor of Mathematics*
B.A., Cornell College; A.M., Ph.D., University of Illinois
- CHARLES ERIC BICKLEY 1953 *Assistant Professor of Speech*
B.S., Indiana State Teachers College; M.S., University of Wisconsin
- ALLIE WARD BILLINGSLEY 1949 *Associate Professor of Spanish*
B.A., M.A., University of Mississippi; Ph.D., University of Illinois
- *RUTH BIRD 1950 *Assistant Professor of the Teaching of Health
and Physical Education*
B.S., M.S., University of Illinois
- DALE E. BIRKENHOLZ 1962 *Associate Professor of Ecology*
B.S., Iowa State University; M.A., Southern Illinois University; Ph.D., University of Florida
- FERMAN BISHOP 1960 *Associate Professor of English*
A.B., Wofford College, Spartanburg, South Carolina; M.A., Ph.D., University of Wisconsin
- E. SCOTT BLANKENSHIP 1956 *Associate Professor of Education*
B.S., M.A., Ph.D., Ohio State University
- PATRICIA A. BLEIDT 1960 *Resident Director of Atkin Hall
Instructor in Music*
B.Mus., Hendrix College, Conway, Arkansas; M.Mus., University of Oklahoma
- ROGER D. BLOMGREN 1949 *Assistant Professor of Industrial Arts*
B.S. in Ed., Illinois State Normal University; M.A., Colorado State College; Ed.D., University of Illinois
- MARY EVELYN BOAZ 1959 *Assistant Professor of Home Economics*
B.S., M.S., University of Arkansas
- JILL R. BOHLANDER 1960 *Instructor in English*
B.A., Illinois Wesleyan University; M.A., University of Illinois
- ANNA J. BOLENDER 1962 *Instructor in Health and Physical Education*
B.M., Bethany College, Lindsborg, Kansas; M.M., Illinois Wesleyan University
- ROBERT BOLT 1962 *Assistant Professor of History*
A.B., Calvin College, Grand Rapids, Michigan; A.M., University of Michigan
- ROBERT G. BONE 1956 *President
Professor of History*
B.A., College of Wooster, Ohio; M.A., Ph.D., University of Illinois
- HAROLD J. BORN 1961 *Associate Professor of Physics*
B.S., Rose Polytechnic Institute, Terre Haute, Indiana; M.S., Ph.D., Iowa State University
- HARRY P. BOWES 1961 *Resident Director of Walker Hall
Instructor in Psychology*
B.S., B.S. in Ed., M.S., Northwest Missouri State College
- MARGARET K. BRADFORD 1951 *Assistant Professor of the Teaching
of Home Economics*
B.S., Bradley University; M.S., Colorado State University
- DORIS F. BRAINARD 1962 *Instructor in Library Science and Assistant Librarian*
B.A., State University of Iowa; M.S., University of Illinois
- PAUL J. BRAND 1958 *Professor of Geography*
B.S. in Ed., Kent State University, Ohio; S.M., University of Chicago; Ed.D. in Geography, Teachers College, Columbia University

*Leave of absence, second semester, 1962-63.

- ROBERT B. BROME 1954 *Assistant Professor of the Teaching of English*
A.B., Nebraska State Teachers College, Wayne; M.A., Colorado State College
- YVONNE M. BRONOWICZ 1961 *Instructor in Speech*
B.A., University of Toledo; M.F.A., University of Texas
- FRANCIS R. BROWN 1949 *Director of the Division of University Extension and Field Services*
Professor of Mathematics
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; Ed.D., University of Illinois
- LYNN H. BROWN 1960 *Instructor in Mathematics*
B.A., Wartburg College, Waverly, Iowa; M.S., State University of Iowa
- R. ELIZABETH BROWN 1955 *Associate Professor of Psychology*
A.B., The Rice Institute; M.A., Ph.D., Northwestern University
- WALTER H. BROWN 1955 *Professor of Botany*
B.Ed., Illinois State Normal University; A.M., Ph.D., University of Illinois
- JAMES F. BRUBECK 1956 *Instructor in Business Education*
B.S. in Ed., Eastern Illinois University; M.A., Ball State Teachers College
- ROBERT J. BRUSH 1959 *Instructor in Physical Sciences*
B.S., University of Minnesota; Ed.M., Oregon State College, Corvallis
- ROSE BURGESS BUEHLER 1930 *Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University
- CECILIA PEIKERT BUNNEY 1945 *Director of Museums and Associate Professor*
A.B., Central Michigan College of Education; M.S., University of Michigan; Ph.D., State University of Iowa
- DON M. BURKS 1962 *Assistant Professor of Speech*
B.A., Marshall College, Huntington, West Virginia; M.A., Ohio University; Ph.D., University of Wisconsin
- JACK D. BUTT 1959 *Instructor in Health and Physical Education*
B.S., University of Illinois; M.S., Millikin University
- EDITH F. CANNING 1963 *Instructor in Education*
B.A., New Haven State Teachers College; M.S., University of Wisconsin
- GEORGE R. CANNING, JR. 1958 *Associate Professor of English*
B.A., Missouri Valley College, Marshall, Missouri; M.A., University of Chicago; Ph.D., University of Wisconsin
- R. JERRY CANTLON 1962 *Assistant Professor of Education*
A.B., William Jewell College, Liberty, Missouri; M.A., University of Colorado
- JOHN R. CARLOCK 1951 *Assistant Professor of Biological Sciences*
B.Ed., M.S. in Ed., Illinois State Normal University
- *LESSIE CARLTON 1955 *Assistant Professor of Education*
B.S., M.S., North Texas State University
- DOROTHY H. CARRINGTON 1961 *Acting Director of Residence Halls for Women, Assistant Dean of Women, and Assistant Professor of Education*
B.S., Central Y.M.C.A. College, Chicago; M.S., Northwestern University; Ed.D., Florida State University
- CONRAD E. CARROLL 1957 *Assistant Professor of Mathematics*
B.A., Southwestern at Memphis, Tennessee; M.A., Murray State College, Kentucky
- ROBERT E. CARTER 1962 *Assistant Professor and Supervising Teacher*
Educable Mentally Retarded
B.Sci., Southern Connecticut State College, New Haven; M.Ed., Wayne State University
- **JOHN P. CASEY 1959 *Supervisor of Off-campus Student Teaching*
Assistant Professor of Education
A.B., Bethany College, Bethany, West Virginia; M.Ed., University of Pittsburgh
- VALJEAN M. CASHEN 1961 *Associate Professor of Psychology*
B.S., M.S., Southern Illinois University; Ed.D., Colorado State College
- HELEN M. CAVANACH 1946 *Professor of History*
A.B., Randolph Macon Woman's College, Lynchburg, Virginia; A.M., Ph.D., University of Chicago
- JAMIL B. CAVANAUGH 1962 *Instructor in Music*
B.M., M.M., University of Wisconsin
- ROGER J. CHAMPAGNE 1960 *Assistant Professor of History*
B.S., M.S., Ph.D., University of Wisconsin

*Leave of absence, second semester, 1962-63.

**Leave of absence in 1962-63 school year.

- HELEN CHILES 1948 *Assistant Professor of Latin*
A.B., MacMurray College; A.M., University of Illinois
- FAITH CLARK 1962 *Assistant Professor of Health and Physical Education*
B.F.A., Boston Conservatory of Music; M.A., New York University
- JOSEPH T. COGDAL 1927 *Associate Professor of Health and Physical Education*
A.B., James Millikin University; A.M., University of Illinois
- RUTH L. COLE 1944 *Assistant Professor and Supervising Teacher
in the Metcalf School*
B.Ed., National College of Education; M.A., Northwestern University
- JAMES E. COLLIE 1957 *Associate Professor of Health and Physical Education*
B.S., Murray State College, Kentucky; M.S., P.E.D., Indiana University
- RONALD L. COOK 1962 *Assistant Professor of Physical Sciences*
B.S. in Ed., M.S. in Ed., Western Illinois University
- CARROL B. COX, JR. 1961 *Assistant Professor of English*
B.A., Western Michigan University; M.A., University of Michigan
- *DOROTHY COX 1957 *Instructor and Supervising Teacher in the Metcalf School*
B.S., University of Missouri; M.A., George Peabody College for Teachers
- ROBERT L. CRAMER 1958 *Assistant Professor of Physical Sciences*
B.Ed., M.S. in Ed., Illinois State Normal University
- DORIS H. CRANK 1959 *Associate Professor of Business Education*
B.Ed., Illinois State Normal University; M.A., Ed.D., Northwestern University
- WARREN S. CREWS 1951 *Assistant Professor of Health and Physical Education*
B.S., Southeast Missouri State College; M.S. in Ed., Illinois State Normal University
- ROBERT L. CRIST 1962 *Associate Professor of Psychology*
B.S. in Civil Engr., University of Illinois; M.S. in Ed., Ph.D., Purdue University
- LUCILE ZEDA CROSBY 1940 *Assistant Professor of Library Science
Assistant Librarian*
A.B., Friends University; B.S., M.S. in L.S., Library School, University of Illinois
- RICHARD D. CRUMLEY 1962 *Associate Professor of Mathematics*
B.S. in Ed., Ohio University; M.S., Ph.D., University of Chicago
- ALFRED A. CULVER 1961 *Assistant Professor of Agriculture*
B.S., University of Illinois; M.S., Ph.D., Purdue University
- ANTHONY R. D'ABBRACCI 1962 *Instructor in Physical Sciences*
A.B., M.A., Indiana University
- MARCELLE F. D'ABBRACCI 1962 *Instructor in French*
B.A., University of Pennsylvania; A.M., Indiana University
- CARL A. DALLINGER 1962 *Professor of Speech*
A.B., Park College, Parkville, Missouri; M.A., Ph.D., State University of Iowa
- DOROTHY H. DALLINGER 1962 *Instructor in Speech*
B.A., Park College, Parkville, Missouri; M.A. State University of Iowa
- DEVERNE H. DALLUGE 1947 *Professor of Physical Sciences*
B.Ed., Illinois State Normal University; M.A., Ed.D., University of Kentucky
- FRANCES L. DAMM 1948 *Assistant Professor and Supervising Teacher
in the Metcalf School*
B.Ed., Wisconsin State College, Platteville; M.S. in Ed., University of Wisconsin
- KEITH C. DAVIDSON 1959 *Assistant Professor of Speech*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University
- FLORENCE P. DAVIS 1952 *Head of the Department of Home Economics
Professor of Home Economics*
B.S., M.S., Iowa State University; Ph.D., University of Chicago
- LUCA DI CECCO 1962 *Instructor in Music*
B.M., M.M., Indiana University
- THOMAS P. DILKES, JR. 1961 *Assistant Professor of History*
B.A., M.A., New York University
- ELEANOR DILKS 1952 *Professor of Zoology*
B.A., Earlham College, Richmond, Indiana; M.S., Ph.D., University of Wisconsin
- CLAUDE M. DILLINGER 1944 *Professor of Psychology*
B.S., Northeast Missouri State Teachers College; A.M., Ph.D., University of Missouri
- PAUL F. DOHRMANN 1961 *Assistant Professor of Health and Physical Education*
A.B., Harris Teachers College, St. Louis, Missouri; M.A., Ph.D., State University of Iowa
- PAUL F. DOOLIN 1960 *Associate Professor of Zoology*
A.B., Illinois College; M.S., University of Illinois; Ph.D., Western Reserve University

*Leave of absence in 1962-63 school year.

- THOMAS JAY DOUGLASS 1928 *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois
- LEVEN M. DOWDALL 1957 *Instructor in Industrial Arts*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- JAMES R. DOWNING 1962 *Assistant Professor of Mathematics*
B.S., Southwest Missouri State College; M.A., University of Illinois
- PAULINE DRAWVER 1956 *Assistant Professor of English*
B.A., M.A., University of Oklahoma
- GEORGE M. DREW, JR. 1962 *Associate Professor of Education*
B.A., M.A., Colorado State College; Ph.D., State University of Iowa
- ROBERT L. DUNCAN 1961 *Assistant Professor of English*
A.B., Indiana University
- LEO E. EASTMAN 1954 *Associate Professor of Education*
B.Ed., State Teachers College, Moorhead, Minnesota; Ed.D., University of North Dakota
- SCOTT C. EATHERLY 1962 *Assistant Professor of English*
B.A., Millikin University; M.S., University of Wisconsin
- ALICE L. EBEL 1934 *Professor of Political Science*
A.B., Heidelberg College; A.M., University of Chicago; Ph.D., University of Illinois
- DORATHY ECKELMANN 1945 *Director of Speech Clinic*
Professor of Speech
B.S. in Ed., Southeast Missouri State College; A.M., University of Missouri; Ph.D., University of Iowa
- ALBERT H. ECKERT 1955 *Assistant Professor of Mathematics*
B.S. in Ed., Eastern Illinois University; M.S., University of Illinois
- THOMAS F. EDWARDS 1957 *Assistant Professor of Physical Sciences*
B.S. in Ed., Illinois State Normal University; M.A. in Ed., Arizona State University, Tempe
- ELWOOD F. EGELSTON 1962 *Associate Professor of Education*
B.S., Pacific College, Newberg, Oregon; M.Ed., D.Ed., University of Oregon
- *ALICE M. EIKENBERRY 1945 *Professor of the Teaching of Social Sciences*
B.A., Iowa State Teachers College; M.A., University of Iowa; Ed.D., Teachers College, Columbia University
- JOHN K. ELLIS 1953 *Assistant Professor of Biological Sciences*
B.Ed., B.S., Southern Illinois University; M.P.H., University of Michigan School of Public Health
- MARGERY ELLIS 1927 *Assistant Professor of French*
Ph.B., A.M., University of Chicago
- MARY E. ELMENDORF 1957 *Resident Director of Colby Hall*
Instructor
B.S. in Ed., Northern Illinois University; A.M., University of Illinois
- EDNA ENGBERG 1951 *Assistant Professor of Health and Physical Education*
B.S., University of Minnesota; M.Ed., University of Michigan
- WILLIAM H. ENGELSMAN 1960 *Instructor in Music*
B.M.E., M.M.E., University of Colorado
- GERTRUDE ERBE 1949 *Assistant Professor of Music*
B.M., University of Wisconsin; M.M., Northwestern University
- JOHN H. ESBIN, JR. 1962 *Instructor in Mathematics*
B.S. in Sec. Ed., West Chester State College, Pennsylvania; A.M., University of Illinois
- RAYMOND W. ESWORTHY 1949 *Professor of Business Education*
B.S., M.S., Ph.D., University of Illinois
- G. HARLOWE EVANS 1946 *Professor of Chemistry*
B.S., M.S., Ph.D., University of Michigan
- DOROTHY SPENCER FAGERBURG 1957 *Assistant Professor of Library Science*
A.B., A.M., Occidental College; B.S. in L.S., University of Southern California
- JOAN E. FAGERBURG 1962 *Resident Director of Whitten Hall*
Instructor in Education
A.B., MacMurray College; M.S. in Ed., Purdue University
- LLOYD W. FARLEE 1962 *Assistant Professor of Music*
B.F.A., Nebraska State Teachers College, Wayne; M.M.Ed., Drake University, Des Moines, Iowa
- LOUISE FARMER 1951 *Assistant Professor and Supervising Teacher in the Metcalf School*
B.S. in Ed., Southeast Missouri State College; M.S. in Ed., University of Illinois

*Leave of absence, second semester, 1962-63.

- ETHEL G. FEICKE 1962 *Acting Assistant Dean of Women
Instructor in Education*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- DOROTHY E. FENSHOLT 1951 *Professor of Botany*
B.S., M.S., Ph.D., Northwestern University
- JOHN W. FERRELL 1961 *Assistant Professor of Music*
B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa
- EILEANE D. FIELDING 1961 *Instructor in English*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- HOWARD I. FIELDING 1944 *Professor of English*
A.B., Mt. Union College; Ph.D., University of Wisconsin
- FRANK M. FIGUEROA 1962 *Assistant Professor of Spanish*
B.S., Seton Hall University, South Orange, New Jersey; M.A., Teachers College, Columbia University
- RAYMOND L. FISCHER 1958 *Instructor in Speech*
B.S. in Ed., M.S. in Ed., Eastern Illinois University
- *JAMES L. FISHER 1960 *Assistant Director of Admissions
Assistant Professor of Education*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- FRANCIS G. FLOREY 1962 *Instructor in Mathematics*
B.A., Augustana College, Sioux Falls, South Dakota; A.M., University of Illinois
- THOMAS W. FLOYD 1954 *Assistant Professor and Supervising Teacher
in the Metcalf School*
B.S. in Ed., M.S. in Ed., Southern Illinois University
- GEORGE P. FOELLER 1960 *Instructor in Music*
B.A., M.A., University of Connecticut
- THELMA GLADYS FORCE 1932 *Assistant Professor of Psychology*
B.S., M.A., University of Minnesota
- J. ANNE FOREMAN 1958 *Assistant Professor of French*
B.A., M.A., University of Illinois
- FRANK A. FRAEMBS 1962 *Instructor in Entomology*
B.S. in Ed., Eastern Illinois University; M.S., University of Illinois
- JOHN L. FREHN 1962 *Assistant Professor of Physiology*
B.S., Dickinson College, Carlisle, Pennsylvania; M.S., Ph.D., The Pennsylvania State University
- BERNICE G. FREY 1930 *Professor of Health and Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; Ph.D., University of Iowa
- RUTH M. FREYBERGER 1951 *Professor of Art*
B.S., State Teachers College, Kutztown, Pennsylvania; M.Ed., Ed.D., The Pennsylvania State University
- WALTER H. FRIEDHOFF 1958 *Associate Professor of Psychology*
B.A., M.A., University of South Dakota; Ph.D., State University of Iowa
- WILLIAM FRINSKO 1961 *Associate Professor of Education*
B.S., University of Illinois; M.A., University of Wyoming; Ed.D., Wayne State University
- HAROLD EUGENE FRYE 1931 *Assistant Professor of Health and Physical Education*
B.Ed., University of Akron; M.A., New York University
- BERYL GALAWAY 1948 *Assistant Professor of Library Science
Assistant Librarian*
A.B., Illinois College; B.S. in L.S., University of Illinois; A.M.L.S., University of Michigan
- MARY G. GALLAGHER 1958 *Instructor in Music*
Mus. B., Oberlin College, Ohio; M.M., Michigan State University
- MALINDA D. GARTON 1950 *Assistant Professor and Supervising Teacher
Mentally Retarded, Intermediate*
B.A., University of Oklahoma; A.M., Colorado State College of Education
- JOHN A. GELCH 1962 *Instructor in Health and Physical Education*
B.S. in Ed., M.S. in Ed., Southern Illinois University
- C. J. GIANAKARIS 1961 *Assistant Professor of English*
A.B., M.A., University of Michigan; Ph.D., University of Wisconsin
- HAROLD E. GIBSON 1950 *Director of the Division of Special Services
Director of the Bureau of Appointments
Professor of Education*
A.B., Illinois College; A.M., Ed.D., University of Missouri

*Leave of absence in 1962-63 school year.

- ARLEY FREDERICK GILLET 1944 *Professor of Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., New York University; P.E.D., Indiana University
- JOHN W. GILLIS 1959 *Assistant Dean of Men*
Associate Professor of Psychology
A.B., M.A., University of Illinois; Ph.D., Purdue University
- HAL M. GILMORE 1956 *Assistant Professor of Mathematics*
A.B., M.A., Western Kentucky State College, Bowling Green
- VICTOR E. GIMMESTAD 1948 *Head of the Department of English*
Professor of English
B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin
- WILLIAM J. GNAGEY 1961 *Associate Professor of Psychology*
B.S., M.Ed., Ph.D., Wayne State University
- H. CAROLYN GOINGS 1962 *Instructor in Health and Physical Education*
A.B., Chico State College, California; Ed.M., Oregon State University
- R. U. GOODING 1931 *Professor of Chemistry*
B.S., Ph.D., University of Wisconsin
- BRUCE M. GOVICH 1960 *Assistant Professor of Music*
B. Mus. Ed., Baldwin-Wallace College, Berea, Ohio; M.Mus., University of Illinois
- CHARLES E. GRAY, JR. 1959 *Assistant Professor of Social Sciences*
B.A., Southwest Missouri State College, Springfield; M.A., University of Arkansas
- MIRIAM GRAY 1946 *Professor of Health and Physical Education*
A.A., Cottey College; B.S. in Ed., University of Missouri; M.A., Ed.D., Teachers College, Columbia University
- NINA E. GRAY 1935 *Professor of Biological Sciences*
B.A., DePauw University; M.A., Ph.D., University of Wisconsin; M.S.P.H., University of North Carolina
- JOHN WILLIAM GREEN 1939 *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., University of Illinois
- GLEN E. GREENSETH 1960 *Instructor in Physical Sciences*
B.S., Wisconsin State College, Eau Claire; M.A., Washington University
- IVO P. GREIF 1961 *Associate Professor of Education*
B.A., Loras College, Dubuque, Iowa; M.A. (Educ. Admin.), M.A. (Educ.), State University of Iowa; Ed.D., Wayne State University
- ESTHER M. GRIFFITH 1947 *Professor of Chemistry*
A.B., A.M., University of Missouri; Ph.D., University of Illinois
- GLENN S. GRITZMACHER 1962 *Assistant Professor of Library Science*
Assistant Librarian
B.S., M.S. in L.S., M.S. in Ed., University of Wisconsin
- STANLEY E. GRUPP 1957 *Assistant Professor of Sociology*
B.A., Iowa State Teachers College; M.A., State University of Iowa
- EDNA MAY GUEFFROY 1929 *Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Ph.D., University of Washington
- CLARA LOUISE GUTHRIE 1932 *Assistant Professor of Library Science*
Assistant Librarian
A.B., Hastings College; B.S., M.S. in L.S., Library School, University of Illinois
- PERRY HACKETT 1949 *Assistant Professor of Music*
B.Mus., M.Mus., Northwestern University
- DEAN S. HAGE 1959 *Associate Professor of Education*
B.A., University of Arizona; M.A., Ph.D., State University of Iowa
- BARBARA C. HALL 1957 *Associate Professor of Health and Physical Education*
B.S., Boston University Sargent College; M.A., Mount Holyoke College; Ed.D., Teachers College, Columbia University
- GERTRUDE M. HALL 1936 *Director of Publicity*
Associate Professor of Education
A.B., Stephen F. Austin State College, Nacogdoches, Texas; A.M., University of Illinois; Ed.D., Teachers College, Columbia University
- KAREN A. HALVORSON 1962 *Instructor in Speech*
A.B., Gustavus Adolphus College, St. Peter, Minnesota; M.A., University of Illinois
- C. M. HAMMERLUND 1929 *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois
- HOWARD J. HANCOCK 1931 *Director of Athletics*
Associate Professor of Health and Physical Education
B.S., M.S., University of Wisconsin

- ALBERT S. HANSER 1961 *Assistant Professor of History*
A.B., Wayne State University; M.A., University of Chicago
- ROBERT N. HANSON 1962 *Assistant Professor of Business Education*
B.S., St. Cloud State College, Minnesota; M.A., Colorado State College
- WARREN R. HARDEN 1954 *Assistant Professor of Economics*
B.A., Iowa State Teachers College; M.A., University of Colorado
- DORIS HARDINE 1947 *Assistant Professor of Music*
B.M., Cornell College; M.M., Eastman School of Music
- CLARENCE WOODSON HARDY 1953 *Director of the University Health Service and Professor*
M.D., University of Michigan Medical School
- ARCHIBALD HARRIS 1957 *Assistant Professor of Health and Physical Education*
B.S., Gustavus Adolphus College, St. Peter, Minnesota; M.A., State University of Iowa
- RICHARD R. HART 1961 *Assistant Professor of Geology*
B.A., Cornell College, Mount Vernon, Iowa; M.S., State University of Iowa
- W. DOUGLAS HARTLEY 1954 *Assistant Professor of Art*
B.S., M.F.A., Indiana University; M.F.A., Kansas City Art Institute
- *CHARLES H. HARTMAN 1959 *Associate Professor of Safety Education*
B.S. in Ed., State Teachers College, Millersville, Pennsylvania; M.A., Ed.D., Michigan State University
- JOHN M. HEISSLER, JR. 1961 *Associate Professor of English*
B.A., Elmhurst College; M.A., University of Wyoming; Ph.D., University of Illinois
- CARL D. HELDT 1948 *Assistant Professor of Health and Physical Education*
B.S., M.P.E., Purdue University
- ARLAN C. HELGESON 1951 *Acting Dean of the Graduate School Professor of History*
B.S., Wisconsin State College, LaCrosse; M.S., Ph.D., University of Wisconsin
- RUTH HENLINE 1926 *Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; M.A., Ph.D., Northwestern University
- HENRY J. HERMANOWICZ 1959 *Associate Professor of Education*
B.S. in Ed., M.S. in Ed., Northern Illinois University; Ed.D., Teachers College, Columbia University
- ROBERT R. HERTEL 1959 *Director of Libraries Professor of Library Science*
A.B., B.S. in L.S., New York State Teachers College, Albany; M.A., University of California, Los Angeles; Ph.D., University of Illinois
- HOWARD R. HETZEL 1962 *Associate Professor of Zoology*
B.A., M.A., University of Buffalo, New York; Ph.D., University of Washington
- CHARLES R. HICKLIN 1960 *Associate Professor of Education*
A.B., Drury College, Springfield, Missouri; A.M., Ed.D., University of Illinois
- GRACE HILER 1951 *Assistant Professor of the Teaching of English*
B.A., M.A., University of Iowa
- EUGENE LEONARD HILL 1930 *Professor of Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ed.D., Colorado State College of Education
- JOHN S. HILL 1962 *Associate Professor of English*
B.S., M.A., University of Kansas; Ph.D., University of Wisconsin
- J. ALAN HOLMAN 1961 *Associate Professor of Vertebrate Zoology and Herpetology*
A.B., Franklin College of Indiana; M.S., Ph.D., University of Florida
- FRANK J. HOLMES 1962 *Associate Professor of Psychology*
B.S., Long Island University, Brooklyn, New York; M.A., Teachers College, Columbia University; Ph.D., New York University
- DENNIS N. HOMAN 1960 *Assistant Professor of Botany*
B.A., M.S., Ph.D., State University of Iowa
- MAX L. HONN 1932 *Assistant Director of University Press Instructor in Printing*
A.B., Illinois Wesleyan University; M.S., The Pennsylvania State University
- F. LOUIS HOOVER 1944 *Head of the Department of Art Professor of Art*
B.S., North Texas State University; M.A., Teachers College, Columbia University; Ed.D., New York University

*Leave of absence in 1962-63 school year.

- FRANK D. HORVAY 1960 *Head of the Department of Foreign Languages*
A.B., A.M., University of Alabama; Ph.D., Washington University
Professor of German
- DOROTHY HOSTETTLER 1959 *Supervisor of Off-Campus Student Teaching*
B.A., Illinois Wesleyan University; M.S. in Ed., Illinois State Normal University
Instructor in Education
- JOSEPHINE B. HOWARD 1950 *Assistant Professor and Supervising Teacher*
B.S., University of Kansas; B.E., National College of Education; M.A., Michigan State University
in the Metcalf School
- VERNA A. HOYMAN 1946 *Assistant Professor of English*
B.A., Iowa State Teachers College; M.A. in Ed., Northwestern University
- QUINN L. HRUDKA 1962 *Supervisor of Off-campus Student Teaching*
B.S., Northwestern University; M.S., Ed.D., Indiana University
Assistant Professor of Education
- BENJAMIN C. HUBBARD 1961 *Associate Professor of Education*
B.S., M.A., Ed.D., University of Alabama
- WAYNE V. HUEBNER 1960 *Assistant Professor of English*
B.A., M.A., University of Minnesota
- RUTH CHARLOTTE HUGGINS 1937 *Associate Director of University High School*
A.B., Knox College; A.M., University of Illinois; Ed.M., Harvard University
Assistant Professor of the Teaching of English
- ELIZABETH A. HUGHES 1954 *Assistant Professor and Supervising Teacher*
B.S. in Ed., M.Ed., Wayne State University
Partially Sighted
- RICHARD E. HULET 1956 *Dean of Men*
B.S., M.S., Ed.D., University of Illinois
Professor of Education
- SAMUEL HUTTER 1955 *Assistant Professor of Psychology*
A.B., George Washington University; M.S., University of Illinois
- VIRGIL R. HUTTON 1960 *Assistant Professor of English*
B.A., Southwestern College, Winfield, Kansas; M.A., University of Michigan
- LUCILE HYNEMAN 1959 *Assistant Professor of English*
A.B., Illinois Wesleyan University; A.M., Columbia University
- THADDEUS C. ICHNIOWSKI 1961 *Assistant Professor of Chemistry*
B.S., Washington College, Chestertown, Maryland; M.S., Ph.D., Purdue University
- RICHARD F. IRVIN 1961 *Instructor in Health and Physical Education*
B.S., Slippery Rock State College, Pennsylvania; M.S. in Ed., Illinois State Normal University
- *LESLIE M. ISTD 1940 *Professor of Music*
B.M.E., Northwestern University; A.M., Ph.D., Indiana University
- HOWARD J. IVENS 1934 *Director of Admissions and Records*
A.B., Northern Michigan College of Education; A.M., Ph.D., University of Michigan
Professor of Physical Sciences
- BRYANT H. JACKSON 1960 *Assistant Professor of Library Science*
B.A., University of Redlands, California; M.S. in L.S., University of Southern California
Assistant Librarian
- HARRY O. JACKSON 1955 *Assistant Professor of Biological Sciences*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- EUGENE S. JACOBS 1962 *Instructor in Mathematics*
A.B., University of Omaha; A.M., State University of South Dakota
- JEANNIE H. JAMES 1959 *Assistant Professor of Home Economics*
B.S., Berea College, Berea, Kentucky; M.S., University of North Carolina
- KENNETH E. JAMES 1962 *Associate Professor of Agriculture*
B.S. in Ed., Central Missouri State College, Warrensburg; B.S. in Agriculture, M.Ed., Ed.D., University of Missouri
- W. RAYMOND JAMES 1962 *Associate Professor of Psychology*
B.A., M.A., George Washington University, Washington, D.C.; Ed.D., Teachers College, Columbia University
- MARIE JESSA 1946 *Assistant Professor of Business Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa
- LOIS R. JETT 1962 *Instructor in Home Economics*
B.S., University of Illinois; M.S., Southern Illinois University

*Leave of absence, first semester, 1962-63.

- MILFORD C. JOCHUMS 1948 *Professor of English*
A.B., A.M., Ph.D., University of Illinois
- BLOSSOM JOHNSON 1945 *Professor of Home Economics*
B.S., The Stout Institute; M.A., Louisiana State University; Ed.D., University of Missouri
- ERIC H. JOHNSON 1958 *Administrative Assistant to the President*
Professor of Education
B.Ed., Illinois State Normal University; M.A., Ed.M., Ed.D., University of Illinois
- JOHN L. JOHNSTON 1956 *Professor of Industrial Arts*
B.S., M.S., Kansas State Teachers College, Pittsburg; Ed.D., University of Missouri
- ANITA F. JONES 1962 *Instructor and Supervising Teacher in the Metcalf School*
B.A., Shurtleff College; M.S. in Ed., Illinois State Normal University
- LUCILE Q. JONES 1958 *Instructor in Education*
B.Ed., National College of Education; B.Ed., M.S. in Ed., Illinois State Normal University
- MARGARET L. JONES 1956 *Associate Professor of Health and Physical Education*
B.S., University of Oklahoma; M.S., Smith College, Northampton, Massachusetts; Ph.D., University of Wisconsin
- MARGARET JORGENSEN 1949 *Assistant Professor of Psychology*
A.B., University of California; M.A., University of Denver
- JACQUELINE Q. KARCH 1957 *Associate Professor of Home Economics*
B.Ed., Illinois State Normal University; M.S. in Ed., University of Illinois; Ed.D., Washington University
- ILA KARR 1952 *Assistant Professor of Library Science*
Assistant Librarian
B.Ed., Illinois State Normal University; M.A., University of Denver Library School
- ANNA LUCILE KEATON 1937 *Dean of Women*
Professor of English
A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago
- BENJAMIN J. KEELEY 1952 *Head of the Department of Social Sciences*
Professor of Sociology
A.B. in Ed., Nebraska State Teachers College, Kearney; M.A., Ph.D., University of Nebraska
- ELLEN D. KELLY 1957 *Head of the Department of Health and Physical Education for Women and Professor of Health and Physical Education*
B.A., M.S., Wellesley College; Ph.D., State University of Iowa
- FRANCIS C. KENEL 1961 *Assistant Professor of Industrial Arts*
B.S., M.A., Michigan State University
- LARRY D. KENNEDY 1962 *Instructor and Supervising Teacher in the Metcalf School*
B.S. in Ed., M.A., Ball State Teachers College, Muncie, Indiana
- WILLIAM N. KENNEDY 1962 *Assistant Professor of Latin*
B.A., DePauw University; B.D., Garrett Biblical Institute; M.S. in Ed., Illinois State Normal University
- BETTY JEAN KEOUGH 1952 *Assistant Professor of Health and Physical Education*
B.S. in Ed., Butler University; M.S. in Ed., Illinois State Normal University; Ph.D., State University of Iowa
- KENNETH E. KERLE 1961 *Assistant Professor of Political Science*
A.B., Washburn Municipal University, Topeka, Kansas; M.A., American University, Washington, D.C.
- *LILLIE MAE KINGSFORD 1950 *Associate Director of Metcalf School*
Assistant Professor of Education
B.A., Mississippi State College for Women; A.M., University of Chicago
- JOHN A. KINNEMAN 1927 *Professor of Sociology*
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University
- *ESTHER E. KIRCHHOEFER 1949 *Registrar*
Instructor in Education
A.B., Valparaiso University; M.A., University of Chicago
- C. WARD KISCHER 1962 *Assistant Professor of Zoology*
B.S. in Ed., University of Omaha; M.S., Ph.D., Iowa State College
- GEORGE C. KLINGER 1962 *Assistant Professor of English*
A.B., New York University; A.M., Columbia University
- **HOMER T. KNIGHT 1957 *Associate Professor of Education*
A.B., M.A., University of Washington; Ed.D., Teachers College, Columbia University

*Leave of absence in 1962-63 school year.

**Leave of absence, second semester, 1962-63.

- ROBERT W. KOEHLER 1961 *Instructor in Health and Physical Education*
B.S., Wartburg College, Waverly, Iowa; A.M., Colorado State College
- HAROLD F. KOEPKE 1934 *Professor of Business Education*
B.Ed., Wisconsin State College, Whitewater; M.A., Ph.D., University of Iowa
- WALTER S. G. KOHN 1956 *Associate Professor of Political Science*
B.Sc., University of London; M.A., Ph.D., New School for Social Research, New York, New York
- GAYLE A. KRAUSE 1962 *Instructor in Mathematics*
B.S., Fort Hays Kansas State College, Hays; A.M., University of Illinois
- BRIGITTA J. KUHN 1961 *Associate Professor of French*
B.Ed., Eastern Illinois University; M.A., Laval University, Quebec, Canada; Ph.D., Sorbonne, University of Paris, France
- LOWELL J. KUNTZ 1949 *Assistant Professor of Music*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- CLARENCE H. KURTH 1951 *Associate Professor of Education*
B.Ed., Wisconsin State College, Whitewater; A.M., University of Chicago; Ed.D., Indiana University
- NORENE KURTH 1953 *Instructor in Business Education*
A.B., Indiana State College, Terre Haute; M.B.A., University of Chicago
- DONALD C. LADUE 1962 *Associate Professor of Education*
B.S., M.S., State University of New York, Brockport; D.Ed., The Pennsylvania State University
- KERMIT M. LAIDIG 1955 *Associate Professor of Geography*
B.S. in Ed., State Teachers College, Shippensburg, Pennsylvania; M.A., Ph.D., University of Nebraska
- GENEVIEVE R. LANGSTON 1962 *Assistant Professor and Supervising Teacher in the Kindergarten*
B.S., Eureka College; M.A., Teachers College, Columbia University
- ARTHUR HOFF LARSEN 1935 *Vice-President and Dean of the Faculty*
Professor of Education
B.Ed., Wisconsin State College, Superior; Ph.M., Ph.D., University of Wisconsin
- ALFRED D. LARSON 1961 *Instructor and Supervising Teacher*
Deaf and Hard of Hearing
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois
- CECILIA J. LAUBY 1949 *Director of Professional Laboratory Experiences*
Professor of Education
A.B., St. Mary-of-the-Woods College; M.S., Ed.D., Indiana University
- JOSEPH L. LAURENTI 1962 *Assistant Professor of Spanish*
B.A., M.A., University of Illinois; Ph.D., University of Missouri
- MARGARET LAWRENCE 1939 *Assistant Professor of Library Science*
Assistant Librarian
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska
- KENNETH L. LEDBETTER 1959 *Assistant Professor of English*
A.B., Central College, Fayette, Missouri; M.A., University of Illinois
- DOROTHY E. LEE 1962 *Instructor in Sociology*
B.S. in Ed., Illinois State Normal University; M.A., Northwestern University
- LEWIS L. LEGG 1957 *Assistant Director of University High School*
Instructor in Physical Sciences
B.Ed., Western Illinois University; M.A. in Ed., University of Illinois
- WILLIAM B. LEGGE 1957 *Assistant Director of Metcalf School*
Assistant Professor and Supervising Teacher in Junior High School
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- MARJORIE L. LEWIS 1951 *Assistant Professor and Supervising Teacher*
Physically Handicapped
B.A., M.A., State University of Iowa
- ANTHONY E. LIBERTA 1961 *Assistant Professor of Mycology*
A.B., Knox College; M.S., Ph.D., University of Illinois
- ELDEN A. LICHTY 1945 *Professor of Education*
B.S. in Ed., Northeast Missouri State Teachers College; A.M., Ed.D., University of Missouri
- WILLIAM R. LIDH 1957 *Instructor in Art*
B.S., M.S., University of Wisconsin

- LOIS LILLY 1957 *Supervisor of Off-campus Student Teaching*
Assistant Professor of Education
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois
- DAVID L. LIVERS, JR. 1962 *Assistant Professor of Psychology*
B.S., M.S., Kansas State University
- BRADLEY M. LOOMER 1962 *Associate Professor of Education*
B.A., M.A., Ph.D., State University of Iowa
- HARRY D. LOVELESS 1946 *Director of University High School*
Professor of Education
B.Ed., Eastern Illinois University; A.M., Ed.D., University of Illinois; Pd.D., Eastern Illinois University
- WILLIAM R. LUECK 1936 *Professor of Education*
B.A., M.S., University of North Dakota; Ph.D., University of Iowa
- HATTIE C. LUNDGREN 1955 *Assistant Professor of Home Economics*
B.Ed., Illinois State Normal University; M.S., Iowa State College
- ROBERT O. LUPELLA 1961 *Assistant Professor of Speech*
B.S. in Ed., M.A., Southern Illinois University
- NORMAN LUXENBURG 1959 *Associate Professor of Russian*
A.B., University of Michigan; A.M., University of Zurich, Switzerland; A.M., Ph.D., University of Michigan
- G. LAURENE MABRY 1960 *Instructor in Health and Physical Education*
B.S. in Ed., Northwestern University; M.S. in Ed., Purdue University
- MICHAEL MACESICH 1962 *Instructor in Physical Sciences*
B.S., M.S., Indiana State Teachers College, Terre Haute
- *JANE MADDOCKS 1959 *Instructor in English*
B.A., Colby College, Waterville, Maine; M.A., Bowling Green State University, Ohio
- NORMAND W. MADORE 1961 *Coordinator of Off-campus Student Teaching*
Assistant Professor of Education
B.S. in Ed., Plymouth Teachers College, Plymouth, New Hampshire; M.S. in Ed., Indiana University; Ed.D., Wayne State University
- STEPHEN MAGADA 1962 *Assistant Professor of Art*
B.S. in Ed., Kent State University, Ohio; M.F.A., University of Colorado
- HENRY R. MANAHAN 1961 *Associate Professor of Latin*
A.B., M.A., Ph.D., Northwestern University
- DARRYL T. MANNING 1962 *Assistant Professor of Music*
B.A., University of Wyoming; M.M., University of Michigan
- FAYE E. MANSFIELD 1947 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University
- KENNETH K. MARCUS 1962 *Assistant Professor of Political Science*
A.B., A.M., University of Michigan; Ph.D., University of Illinois
- VLADIMIR MARKOTIC 1962 *Assistant Professor of Anthropology*
M.A., Indiana University; Ph.D., Harvard University
- HELEN E. MARSHALL 1935 *Professor of History*
A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University
- J. LOUIS MARTENS 1947 *Professor of Botany*
A.B., Indiana Central College; A.M., Ph.D., Indiana University
- MARJORIE F. MARTIN 1956 *Instructor in Health and Physical Education*
Physical Therapist
B.Ed., M.S. in Ed., Illinois State Normal University
- THOMAS B. MARTIN 1962 *Professor of Business Education*
B.S. in Ed., Northeast Missouri State Teachers College; M.S., University of Tennessee; Ed.D., Indiana University
- STANLEY S. MARZOLF 1937 *Director of Counseling Services*
Professor of Psychology
A.B., Wittenberg University; A.M., Ph.D., Ohio State University
- PAUL F. MATTINGLY 1962 *Assistant Professor of Geography*
B.S., Western Illinois University; M.A., University of Missouri; Ph.D., The Pennsylvania State University
- INEZ L. MAUCK 1951 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.Ed., Illinois State Normal University; A.M., University of Illinois

*Leave of absence, first semester, 1962-63.

- BERNARD J. MCCARNEY 1958 *Instructor in Economics*
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois
- WILLARD J. MCCARTHY 1955 *Assistant Professor of Industrial Arts*
B.S., Stout State College; Ed.M., University of Illinois
- CLYDE T. MCCORMICK 1944 *Head of the Department of Mathematics*
Professor of Mathematics
A.B., A.M., University of Illinois; Ph.D., Indiana University
- GEORGE F. MCCOY, JR., 1962 *School Psychologist in the Metcalf School*
Associate Professor of Psychology
B.A., M.A., University of Tulsa, Oklahoma; Ph.D., University of Illinois
- KAYE McDONALD 1960 *Instructor in Health and Physical Education*
B.S., University of Utah; M.S., University of Colorado
- MARY McMULLAN 1961 *Assistant Professor of Art*
B.E. in Ed., Ed.M., University of Missouri
- HERMAN L. MELTZER 1962 *Physician in the University Health Service*
Associate Professor
M.D., Northwestern University Medical School
- LOREN W. MENTZER 1957 *Associate Professor of Botany*
B.S.E., M.S., Kansas State Teachers College, Emporia; Ph.D., University of Nebraska
- ROBERT L. METCALF 1961 *Director of University High School Athletics*
Instructor in Health and Physical Education
B.S., Valparaiso University; M.Ed., University of Illinois
- WINIFRED SCHLOSSER METZLER 1947 *Assistant Professor of Library Science*
Assistant Librarian
B.S. in Ed., B.S. in L.S., University of Illinois; M.A., University of Chicago
- RALPH A. MEYERER 1961 *Associate Professor of Psychology*
B.S., Mankato State College, Minnesota; M.A., Northwestern University; Ph.D., State University of Iowa
- JOANNA MIDTLYNG 1958 *Instructor in Health and Physical Education*
B.A., University of Montana; M.S., University of Washington
- DELORIS J. MIKESELL 1962 *Instructor in Health and Physical Education*
B.A. in P.E., B.A. in Educ., Eastern Washington College of Education; M.S., University of Illinois
- E. JOAN MILLER 1962 *Assistant Professor of Geography*
B.A., M.A., Cambridge University, England
- MURRAY LINCOLN MILLER 1950 *Associate Professor of Education*
B.S., Bradley University; M.A., Ph.D., University of Pittsburgh
- LOUISE B. MINI 1960 *Instructor in French*
A.B., A.M., University of Illinois
- JOE B. MITCHELL 1961 *Assistant Professor of Library Science*
Assistant Librarian
B.S., Jacksonville State College, Alabama; M.A., University of Alabama; M.A. in L.S., George Peabody College for Teachers
- WILLIAM M. MITCHELL 1961 *Instructor in Business Education*
B.S. in Ed., M.S. in Ed., Western Illinois University
- *ORRIN J. MIZER 1947 *Assistant Professor of Biological Sciences*
B.S. in Ed., M.A., Bowling Green State University
- EDWARD L. MOCKFORD 1960 *Assistant Professor of Entomology*
A.B., Indiana University; M.S., University of Florida; Ph.D., University of Illinois
- BARRY E. MOORE 1962 *Instructor in Art*
B.S., State College, Indiana, Pennsylvania; M.Ed., University of Pittsburgh
- CLARENCE L. MOORE 1961 *Assistant Professor of Agriculture*
B.S., M.S., Ph.D., South Dakota State College
- HAROLD A. MOORE 1947 *Assistant Professor of Biological Sciences*
B.S., M.S., University of Illinois
- ROBERT H. MOORE 1952 *Professor of Education*
B.A., Marietta College; M.A., Ph.D., Ohio State University
- CRESTON D. MUNGER 1960 *Instructor in English*
B.S. in Ed., M.S., College of Education, Brockport, New York
- LYLE A. MURLEY 1962 *Instructor in English*
B.A., St. Olaf College, Northfield, Minnesota; M.A., University of Chicago

*Leave of absence in 1962-63 school year.

- HOVAK NAJARIAN 1962 *Assistant Professor of Art*
B.S., Bob Jones University, Greenville, South Carolina; M.A., Teachers College, Columbia University
- HELEN M. NANCE 1954 *Director of the Division of Elementary Education*
Professor of Education
A.B., Bradley University; Ph.M., University of Wisconsin; Ph.D., Ohio State University
- JOSEPH M. NATALE 1956 *Assistant Professor of Art*
B.M.E., Evansville College, Indiana; M.S., Indiana State Teachers College
- JEAN E. NELSON 1962 *Assistant Professor of Library Science*
B.Ed., Northern Illinois University; B.S., B.S. in L.S., A.M., University of Illinois
- MARITA L. NELSON 1960 *Instructor in Health and Physical Education*
B.S., M.S., University of California at Los Angeles
- *THELMA NELSON 1931 *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University
- RICHARD L. NEWBY 1958 *Instructor in English*
B.A., M.A., Southern Illinois University
- BEVERLY ANN NICHOLS 1961 *Instructor in Health and Physical Education*
B.S., Ohio State University; M.S., MacMurray College
- EDWIN E. NIEMI 1958 *Instructor in Art*
B.S., M.S., University of Wisconsin
- LEROY G. NOEL 1961 *Assistant Director of Student Financial Aids*
Instructor in Education
B.S. in Ed., Illinois State Normal University; M.Ed., University of Illinois
- STANLEY K. NORTON 1948 *Professor of Education*
A.B., Lawrence College; A.M., Ph.D., University of Michigan
- MICHAEL P. NOVAK 1962 *Instructor in English*
B.A., Catholic University of America, Washington, D.C.; M.F.A., State University of Iowa
- WILLIAM J. NYE 1960 *Instructor in Library Science*
Assistant Librarian
A.B., Carthage College; M.S. in L.S., University of Illinois
- KENNETH H. OBER 1962 *Instructor in Russian*
B.A., University of Arkansas; A.M., Indiana University
- ALICE L. O'BRIEN 1952 *Instructor and Supervising Teacher*
Primary Mentally Retarded
B.S. in Ed., M.S. in Ed., University of Illinois
- BURTON L. O'CONNOR 1937 *Head of the Department of Health and Physical Education for Men*
Professor of Health and Physical Education
B.A., Cornell College; M.A., University of Iowa; Ed.D., The Pennsylvania State University
- ALICE R. OGLE 1932 *Assistant Professor of Art*
A.B., Colorado State College; M.A., Teachers College, Columbia University
- PHILIP J. O'LEARY 1962 *Assistant Professor of Industrial Arts*
B.A., Evansville College, Indiana; M.A., Michigan State University
- ERNEST E. OLSON 1955 *Acting Associate Director of Metcalf School and Assistant Professor*
B.S. in Ed., Illinois State Normal University; M.A., Northwestern University
- ANDREAS PALOUMPS 1956 *Associate Professor of Zoology and Fisheries*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Ph.D., Iowa State College
- DONALD R. PARKER 1950 *Assistant Professor and Inspector of Food Sanitation and Laboratory Technician*
University Health Service
B.S. in Ed., Southern Illinois University; M.S., University of Michigan; M.P.H., Tulane University
- LOUISE O'NEIL PARKER 1950 *Assistant Professor and Nurse*
B.S. in Ed., Southern Illinois University; M.P.H., University of Michigan
- PETER A. PARMANTIE 1961 *Instructor in English*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- **MARGARET PARRET 1946 *Assistant Professor of Speech*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University
- EVA R. PARRISH 1960 *Assistant Professor of Health and Physical Education*
B.S., Woman's College, University of North Carolina; M.A., University of North Carolina

*Leave of absence in 1962-63 school year. Deceased, November, 1962.

**Leave of absence, first semester, 1962-63.

- *ROGER E. PARSELL 1958 *Instructor in English*
B.A., Wabash College, Crawfordsville, Indiana; M.A., Butler University, Indianapolis, Indiana
- JAMES E. PATTERSON 1957 *Associate Professor of Geography*
B.A., Michigan State University; A.M., Ph.D., University of Illinois
- EDWIN A. PAYNE 1952 *Assistant Professor of Psychology*
B.S. in Bus. Adm., B.S. in Ed., M.Ed., University of Missouri
- HARLAN W. PEITHMAN 1937 *Professor of Music*
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Ed.D., Teachers College, Columbia University
- SHIRLEY J. PERRY 1960 *Instructor in Health and Physical Education*
B.S., Southern Illinois University; M.S.P.E., Woman's College, University of North Carolina
- WARREN S. PERRY 1955 *Assistant Professor of Business Education*
B.Ed., Wisconsin State College, Whitewater; M.S., University of Wisconsin
- MARGARET KATHERINE PETERS 1930 *Professor of Business Education*
B.S., Indiana University; M.S., New York University; Ed.D., University of Colorado
- WOLFGANG PFABEL, JR. 1961 *Assistant Professor of German*
M.A., Western Reserve University
- HAROLD R. PHELPS 1958 *Director of the Division of Special Education*
Professor of Education
B.S. in Ed., M.A., University of Nebraska; Ph.D., Ohio State University
- FRANK N. PHILPOT 1959 *Head of the Department of Education and Psychology*
Professor of Education
A.B., Athens College, Alabama; M.S., Alabama Polytechnic Institute; Ed.D., Columbia University
- L. LOUESE M. PILCH 1962 *Instructor in English*
B.Ed., Illinois State Normal University; M.A., University of Illinois
- MARK A. PLUMMER 1960 *Assistant Professor of History*
B.S., M.S., Kansas State College, Pittsburg; Ph.D., University of Kansas
- OLGERT POCS 1960 *Instructor in Sociology*
B.A., M.A., University of Illinois
- DOUGLAS POE 1959 *Assistant Professor of Economics*
B.S., Oklahoma State University; Ph.D., Indiana University
- VERNON C. POHLMANN 1955 *Professor of Sociology*
A.B., M.A., Ph.D., Washington University
- CHARLES B. PORTER 1961 *Head of the Department of Industrial Arts*
Professor of Industrial Arts
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Ed.D., University of Illinois
- HARRY E. PREBLE 1960 *Assistant Professor of English*
B.A., M.A., Ph.D., University of Illinois
- DONALD M. PRINCE 1960 *Associate Professor of Education*
B.S., Murray State College, Kentucky; M.S., Ed.D., University of Illinois
- FRANCES D. PRINCE 1958 *Instructor and Supervising Teacher*
Deaf and Hard of Hearing
B.A., The Rice Institute, Houston, Texas; M.L., The University of Houston; M.A., Teachers College, Columbia University
- **CHRISTINE P'SIMER 1957 *Assistant Dean of Women*
Associate Professor of Education
A.B., Indiana University; M.A., Teachers College, Columbia University; D.Ed., Florida State University
- *PERRY N. RAGOZUIS 1960 *Instructor in Art*
B.F.A., M.F.A., University of Illinois
- TAIMI M. RANTA 1959 *Assistant Professor of English*
A.B., Northern Michigan College; M.Ed., Ohio University
- ***ROBERT S. RAVICZ 1961 *Associate Professor of Anthropology*
A.B., University of Texas; M.A., Ph.D., Harvard University
- JO A. REDMON 1962 *Instructor in Health and Physical Education*
B.S., M.S., University of California at Los Angeles

*Leave of absence in 1962-63 school year.

**Deceased, August, 1962.

***Leave of absence, second semester, 1962-63.

- RONALD D. REED 1962 *Instructor in Library Science*
Assistant Librarian
B.S., Southeast Missouri State College; M.S. in Ed., Southern Illinois University
- H. EARLE REESE 1958 *Professor of Business Education*
A.B., Oakland City College, Indiana; M.A., University of Illinois; Ed.D., George Peabody College for Teachers
- CAROL R. REITAN 1954 *Acting Assistant Dean of Women*
Instructor in Education
B.A., M.A., DePauw University, Greencastle, Indiana
- EARL A. REITAN 1954 *Associate Professor of History*
B.A., Concordia College; A.M., Ph.D., University of Illinois
- HANNA B. RENNING 1962 *Instructor in History*
B.A., Michigan State University; M.A., Johns Hopkins University, Baltimore, Maryland
- HANS-DIETER RENNING 1961 *Assistant Professor of Economics*
D.Ec., University of Freiburg/Breisgau, Germany
- VERNON L. REPLOGLE 1950 *Director of Metcalf School*
Professor of Education
B.S., M.S., Ed.D., University of Illinois
- KENNETH A. RETZER 1959 *Assistant Professor of Mathematics*
A.B., Illinois College; M.Ed., University of Illinois
- JOHN L. REUSSER 1944 *Supervisor of Off-campus Student Teaching*
Professor of Education
B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa
- EVELYN J. REX 1958 *Assistant Professor and Supervising Teacher of the Blind*
B.S., Southern Illinois University; M.A., Northwestern University
- E. IONE RHYMER 1954 *Professor of Bacteriology*
B.Ed., Illinois State Normal University; M.S., Ph.D., University of Illinois
- DORIS M. RICHARDS 1951 *Assistant Professor of Speech*
B.A., M.S., University of Michigan
- MARY A. RICHMOND 1962 *Assistant Professor of Library Science*
Assistant Librarian
B.Ed., Illinois State Normal University; M.S., M.S. in L.S., University of Illinois
- LAWRENCE G. RICKERT 1961 *Assistant Professor of Music*
B. Mus. Ed., Northwestern University; M. Mus., American Conservatory, Chicago
- DONALD T. RIES 1946 *Professor of Entomology*
B.S., Cornell University; M.S., Michigan State University; Ph.D., Cornell University
- R. OMAR RILETT 1958 *Head of the Department of Biological Sciences*
Professor of Biological Sciences
B.A., M.A., University of Western Ontario; Ph.D., University of Wisconsin
- T. E. RINE 1941 *Professor of Mathematics*
B.Ed., Wisconsin State College, LaCrosse; M.S., University of Iowa; Ph.D., George Peabody College for Teachers
- JEAN C. RISEN 1962 *Instructor in Business Education*
B.S., Bradley University; M.S. in Ed., Illinois State Normal University
- STANLEY G. RIVES 1958 *Assistant Professor of Speech*
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- JAMES L. RODERICK 1956 *Assistant Professor of Music*
B.M.E., M.M., Indiana University
- RONALD L. RODERICK 1962 *Assistant Resident Director of Walker Hall*
Instructor in Education
B.S. in Ed., M.S., Illinois State Normal University
- JOSE A. RODRIGUEZ 1961 *Associate Professor of Spanish*
B.A. Sci., Instituto de la Habana, La Habana, Cuba; Ph.D., Universidad de la Habana, La Habana, Cuba
- HARRY D. ROUNDS 1962 *Assistant Professor of Zoology*
B.A., University of Virginia; M.S., Ph.D., University of Pittsburgh
- ALMA BREMER ROUSEY 1950 *Assistant Professor of Home Economics*
B.S.E., Arkansas State College; A.M., University of Illinois
- JAMES E. ROWE 1959 *Assistant Professor of Mathematics*
B.S., Manchester College, North Manchester, Indiana; M.S., University of Illinois
- MARY A. ROZUM 1950 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.S. in Ed., Illinois State Normal University; M.S. in Ed., University of Illinois

- ELIZABETH RUSSELL 1935 *Assistant Professor of Education*
A.B., University of Iowa; M.A., Teachers College, Columbia University
- THOMAS L. RUUD 1962 *Instructor in Art*
B.S., M.S., University of Wisconsin
- BERNARD L. RYDER 1956 *Head of the Department of Physical Sciences*
Professor of Chemistry
B.Ed., Illinois State Normal University; M.S., Ph.D., University of Illinois
- HOWARD H. RYE 1957 *Head of the Department of Music*
Professor of Music
B.F.A. in Music, B.F.A. in Music Ed., Carnegie Institute of Technology; M.A., Ed.D., Teachers College, Columbia University
- BARBARA SAILORS 1957 *Instructor in Health and Physical Education*
B.S., Michigan State University; M.A., Western Michigan University
- IRVING SALOWITZ 1958 *Assistant Director of the University Health Service*
Associate Professor
M.D., Chicago Medical School
- HERBERT C. SANDERS 1949 *Assistant Professor of Music*
B.M., Chicago Musical College; M.M., Northwestern University
- THEODORE SANDS 1950 *Professor of History*
B.A., Rutgers University; M.A., Ph.D., University of Wisconsin
- BOBBIE NELL SCHMIDT 1961 *Instructor in Health and Physical Education*
B.S., M.Ed., University of Texas
- ELSE A. SCHMIDT 1958 *Assistant Professor of Geography*
M.A., University of Leipzig, Germany; Ph.D., University of Munich, Germany
- DONALD S. SCHROEDER 1962 *Assistant Director of Admissions*
Instructor in Education
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- LUELLA E. SCHULTZE 1958 *Instructor and Supervising Teacher*
in the Metcalf School
B.S. in Ed., Illinois State Normal University; A.M., Colorado State College
- *EVELYN L. SCHURR 1957 *Assistant Professor of Health and Physical Education*
B.S. in Ed., University of Michigan; M.S. in Ed., Purdue University
- JIMMY D. SCOTT 1957 *Assistant Professor of Health and Physical Education*
B.S., Carthage College; M.S. in Ed., Illinois State Normal University
- KEITH L. SCOTT 1960 *Director of Men's Residence Halls*
Resident Director of Dunn Hall
Instructor in Education
B.A., Carthage College; M.S. (Ed.), Western Illinois University
- THOMAS K. SEARIGHT 1959 *Assistant Professor of Geology*
A.B., M.A., University of Missouri; Ph.D., University of Illinois
- MARY C. SERRA 1951 *Director of Reading Laboratory*
Professor of Education
B.S.E., State Teachers College, Westfield, Massachusetts; M.A., Teachers College, Columbia University; Ph.D., Temple University
- FRANK E. SHARKEY, JR. 1957 *Assistant Professor of Industrial Arts*
B.S., M.A., Ball State Teachers College, Muncie, Indiana
- ALICE SHEVELAND 1942 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.Ed., M.A. in Ed., Northwestern University
- STANLEY B. SHUMAN 1960 *Associate Professor of Geography*
B.S. Ed., M.A., Ohio State University; Ph.D., University of Illinois
- *GWEN SMITH 1946 *Professor of Health and Physical Education*
B.S., M.S., Southwest Texas State College; Ph.D., University of Iowa
- NELSON SMITH 1946 *Director of Photographic Services*
Assistant Professor of Education
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- RALPH L. SMITH 1959 *Director of Radio and Television Programs*
Associate Professor of Speech
B.S., College for Teachers, Buffalo, New York; M.A., State University of Iowa; Ph.D., University of Wisconsin
- RICHARD J. SMITH 1955 *Director of Student Financial Aids*
Associate Professor
B.S. in Ed., M.S., Western Illinois University; Ed.D., University of Colorado

*Leave of absence in 1962-63 school year.

- ERIC W. SMITHNER 1961 *Assistant Professor of French*
A.B., Muskingum College, New Concord, Ohio; M.A., New York University
- GEORGE A. SODERBERG 1959 *Associate Professor of Speech*
B.A., Central Michigan University; M.A., Ph.D., Ohio State University
- MARILYN K. SODERBERG 1961 *Instructor in Speech*
B.A., Central Michigan University; M.A., Ohio State University
- *DOROTHY ODELL SOELLNER 1955 *Assistant Professor of English*
A.B., Denison University; A.M., University of Chicago
- IRWIN SPECTOR 1948 *Professor of Music*
B.S., New Jersey State Teachers College, Trenton; M.A., Teachers College, Columbia University; Ph.D., New York University; Diploma, Conservatoire National de Musique, Paris, France
- EUNICE H. SPEER 1944 *Assistant Professor of Library Science*
B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois
- CHRISTOPHER SPENCER 1962 *Associate Professor of English*
B.A., Princeton University; M.A., Ph.D., Yale University
- WILLIAM C. STARRETT 1961 *Research Associate Professor of Aquatic Biology*
B.S., M.S., University of Illinois; Ph.D., Iowa State University
- J. RUSSELL STEELE 1947 *Assistant in Publicity*
Assistant Professor of Health and Physical Education
B.S. in Ed., M.S. in Ed., Illinois State Normal University
- ETHEL GERTRUDE STEIN 1944 *Assistant Professor and Supervising Teacher in the Metcalf School*
B.Ed., Northern Illinois University; M.A., Northwestern University
- C. LOUIS STEINBURG 1959 *Instructor in Art*
B.S. in Ed., M.S. in Ed., Southern Illinois University
- EUGENE E. STISH 1962 *Associate Professor of Health and Physical Education*
B.S., Bemidji State College, Minnesota; M.A., Ph.D., State University of Iowa
- HARRY E. STIVER, JR. 1961 *Director of University Theatre*
Associate Professor of Speech
A.B., Hastings College, Nebraska; M.A., University of Nebraska; Ph.D., University of Illinois
- ALMA STODDARD 1961 *Instructor in Health and Physical Education*
A.B., Nebraska Wesleyan University; M.P.E., University of Nebraska
- RUTH STROUD 1930 *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois
- EDWIN G. STRUCK 1935 *Assistant Professor of Health and Physical Education*
A.B., DePauw University; M.S., Indiana University
- CONRAD B. SUITS 1962 *Associate Professor of English*
A.B., Wayne State University; A.M., Johns Hopkins University; Ph.D., University of Chicago
- DAVID E. SWEET 1960 *Instructor in Political Science*
A.B., Drury College, Springfield, Missouri; M.A., Duke University
- JOE E. TALKINGTON 1962 *Assistant Professor of Industrial Arts*
B.S., Oklahoma State University; A.M., Ed.D., Colorado State College
- THALIA JANE TARRANT 1935 *Assistant Professor of History*
B.S., A.M., University of Missouri
- LUCY LUCILE TASHER 1935 *Professor of History*
Ph.B., J.D., A.M., Ph.D., University of Chicago
- VIVIAN TASKER 1960 *Assistant Professor and Supervising Teacher Deaf and Hard of Hearing*
B.A., Asbury College, Wilmore, Kentucky; M.A., Northwestern University
- GLENN J. TAYLOR 1950 *Director of Hearing Laboratory*
Professor of Speech
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ph.D., University of Southern California
- DONALD F. TEMPLETON 1950 *Assistant Professor of the Teaching of English*
B.A., Iowa State Teachers College; M.A., University of Iowa
- ISABELLE TERRILL 1949 *Director of University Housing*
Assistant Professor
A.B., Knox College; Mus.B., Knox Conservatory of Music; A.M., Teachers College, Columbia University

*Deceased, December, 1962.

- JOHN B. TERWILLIGER 1957 *Assistant Professor of Music*
B.M., M.M., Westminster Choir College
- HERMAN R. TIEDEMAN 1946 *Director of Test Service*
Professor of Psychology
B.Ed., Minnesota State College, Winona; M.A., Ph.D., State University of Iowa
- LEWIS R. TOLL 1947 *Head of the Department of Business Education*
Professor of Business Education
B.S., M.S., University of Illinois; Ed.D., New York University
- MARY COMFORT TOWLE 1961 *Resident Director of Hamilton Hall*
Instructor in Education
B.A., Washington University; M.A., Teachers College, Columbia University
- JOHN E. TROTTER 1956 *Associate Professor of Geography*
S.M., Ph.D., University of Chicago
- WAYNE O. TRUEX 1957 *Instructor in Health and Physical Education*
B.S., M.S., Indiana University
- RICHARD M. TRUMPE 1962 *Assistant Dean of Men*
Assistant Professor of Education
B.S. Agr., Colorado Agricultural and Mechanical College, Fort Collins; M.S. in Ed., Ph.D., Purdue University
- RAYMOND W. TUDOR 1948 *Assistant Professor of English*
B.J., B.S. in Ed., University of Missouri; M.A., University of Michigan
- HERBERT C. TURRENTINE 1962 *Assistant Professor of Music*
B.M.E., University of Wichita, Kansas; M.A., Teachers College, Columbia University; Ph.D., State University of Iowa
- SADIE BERNETTE USTUEN 1950 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.Ed., Northern Illinois University; M.A., Northwestern University
- CHARLOTTE M. UPTON 1958 *Instructor in Home Economics*
B.S., University of Illinois; M.S. in Ed., Illinois State Normal University
- ARDEN L. VANCE 1949 *Director of Bands*
Assistant Professor of Music
B.M.E., Chicago Conservatory of Music; M.M., Northwestern University
- DALE B. VETTER 1941 *Professor of English*
A.B., North Central College; M.A., Ph.D., Northwestern University
- FRANCIS M. WADE 1947 *Director of Alumni Services*
and Assistant Professor
B.S., Bradley University; M.A., University of Washington
- MARGARET C. WAIMON 1962 *Assistant Professor of Psychology*
B.S., College of the City of New York
- MORTON D. WAIMON 1961 *Associate Professor of Education*
B.S., M.A., New York University; Ed.D., Teachers College, Columbia University
- MARY PARKER WALKER 1942 *Assistant Professor of Art*
B.S.A., MacMurray College; M.A., University of Iowa
- LYSBETH M. WALLACE 1962 *Assistant Professor of Art*
A.B., University of Kentucky; M.F.A., Kansas City Art Institute, Missouri; M.F.A., Cranbrook Academy of Art, Bloomfield Hills, Michigan
- HELEN D. WALLINGFORD 1962 *Assistant Professor and Supervising Teacher*
in the Metcalf School
B.S., Eastern Kentucky State College, Richmond; M.A., Morehead State College, Kentucky; Ed.S., George Peabody College for Teachers, Nashville, Tennessee
- RONALD D. WARE 1961 *Assistant Professor of History*
B.A., University of Cincinnati, Ohio; M.S., Ph.D., University of Wisconsin
- GEORGE P. WARREN, JR. 1960 *Instructor in Physical Sciences*
B.S. in Ed., M.S., Western Illinois University
- ARTHUR W. WATTERSON 1946 *Head of the Department of Geography*
Professor of Geography
B.Ed., Illinois State Normal University; S.M., Ph.D., University of Chicago
- ROBERT D. WEIGEL 1959 *Associate Professor of Vertebrate Zoology*
and Paleontology
B.A., M.A., University of Buffalo; Ph.D., University of Florida
- IDA G. WEISER 1959 *Instructor and Supervising Teacher in the Kindergarten*
B.S., Douglass College, Rutgers University; M.S., Florida State University
- JOHN H. WESLE 1952 *Assistant Professor of Art*
B.S., University of Wisconsin, Milwaukee; M.A., Western Reserve University

- *MARGARET MARY WESTHOFF 1933 *Assistant Professor of Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University
- DAVID L. WHEELER 1961 *Assistant Professor of Geography*
A.B., A.M., Ph.D., University of Michigan
- *HARRIET R. WHEELER 1946 *Assistant Professor of Business Education*
B.A., Augustana College; M.A., University of Iowa
- CHARLES A. WHITE 1957 *Head of the Department of Speech*
Professor of Speech
B.A., Muskingum College; M.A., Northwestern University; Ph.D., University of Wisconsin
- WILLIAM V. WHITE 1934 *Director of University Press*
Instructor in Industrial Arts
B.Ed., M.S. in Ed., Illinois State Normal University
- ROBERT R. WHITED 1958 *Instructor in Music*
B.S., M.S., University of Illinois
- ROBERT C. WHITLATCH 1962 *Assistant Professor of Speech*
B.A., Denison University, Granville, Ohio; M.A., Ph.D., University of Illinois
- IRWIN WIDEN 1963 *Associate Professor of Education*
B.S., M.A., Northwestern University; Ph.D., University of California, Berkeley
- E. GWENDOLYN WILLIAMS 1956 *Instructor in English*
A.B., University of Illinois; M.A., Bread Loaf School of English, Middlebury College, Middlebury, Vermont
- EDWIN R. WILLIS 1962 *Professor of Entomology*
B.S., M.S., Louisiana State University; Ph.D., Ohio State University
- THOMAS D. WILSON 1961 *Instructor in Political Science*
B.S. in Ed., Illinois State Normal University; M.A., University of Illinois
- LELA WINEGARNER 1933 *Coordinator of Foreign Student Services*
Assistant Professor of English
B.Ed., Illinois State Normal University; A.M., University of Chicago
- VERMELL WISE 1948 *Assistant Professor of English*
A.B., Centre College; M.A., Teachers College, Columbia University
- STANLEY G. WOLD 1961 *Associate Professor of Art*
B.S., M.Ed., Ph.D., University of Minnesota
- DAVID C. WOOD 1961 *Instructor in English*
B.S., Wisconsin State College, Eau Claire; M.A., Bowling Green State University, Ohio
- HARVEY S. WOODS 1957 *Head of the Department of Agriculture*
Professor of Agriculture
B.S., M.S., Ph.D., University of Illinois
- BETTY WOODSON 1957 *Instructor and Supervising Teacher*
Older Physically Handicapped
Ph.B., Northwestern University; M.A., Wayne University
- ETHEL WOOLEY 1957 *Instructor in Education*
B.S., M.A., George Peabody College for Teachers
- DONNA JO WORKMAN 1959 *Instructor in Health and Physical Education*
B.A., State University of Iowa; M.A., University of Michigan
- JAMES L. WOZNIAK 1962 *Assistant Professor of Art*
B.S., Milwaukee State College, Wisconsin; M.S., M.F.A., University of Wisconsin
- *RUTH V. YATES 1935 *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University
- LYLE M. YOUNG 1952 *Associate Professor of Music*
B.Ed., Illinois State Normal University; M.A., Ed.D., Columbia University
- ORVILLE L. YOUNG 1939 *Professor of Agriculture*
B.S., Purdue University; M.S., Ohio State University; Ph.D., The Pennsylvania State University
- W. PERRY YOUNG 1962 *Instructor in Industrial Arts*
B.S., M.A., Western Kentucky State College
- SIDNEY N. ZELSON 1962 *Instructor in Spanish*
A.B., A.M., University of Missouri
- RUTH ZIMMERMAN 1935 *Assistant Professor of Library Science*
Assistant Librarian
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota

*Leave of absence in 1962-63 school year.

*Leave of absence, first semester, 1962-63.

FACULTY ASSISTANTS

- MARY BROWNE 1957 *Assistant in Kindergarten*
A.B., Lawrence College, Appleton, Wisconsin
- ELSIE BRYAN 1960 *Assistant in Home Economics*
B.S. in Ed., Illinois State Normal University
- KATHARINE A. CARSEY 1961 *Assistant in Health and Physical Education*
B.S. in Ed., University of Omaha, Nebraska
- PHYLLIS G. DAY 1959 *Assistant Resident Director of Fell Hall*
Tulsa University; University of Oklahoma
- GERMAINE E. FELDKAMP 1960 *Assistant Resident Director of Colby Hall*
Chicago College of Music; Northwestern School of Speech; University of Illinois
- JANET L. HARRELSON 1962 *Assistant in Test Service*
B.S. in Ed., Illinois State Normal University
- MARSHA T. HILL 1962 *Assistant in Speech*
B.S. in Ed., Illinois State Normal University
- BERNICE HOLLIDAY 1957 *Resident Director of Barton Hall*
B.Ed., Western Illinois University
- MARILYN K. LEWIS 1961 *Assistant in Health and Physical Education*
B.S., Texas Woman's University
- JANICE S. MUNGER 1963 *Assistant in Education*
B.S. in Ed., New York State College of Education, Brockport
- VESTA T. MYRICK 1960 *Assistant Resident Director of Atkin Hall*
A.B., Florida Southern College, Lakeland
- SONYA A. PETERSEN 1962 *Assistant in Metcalf*
B.S. in Ed., Illinois State Normal University
- ALICE S. PIEPER 1962 *Assistant in Office of Professional Laboratory Experiences*
B.A., University of Wisconsin
- JUDITH S. PIERCE 1961 *Assistant in Metcalf*
B.S. in Ed., Illinois State Normal University
- MILTON B. REDMAN 1963 *Assistant in Social Sciences*
B.S. in Ed., Illinois State Normal University
- MARY SCOTT 1960 *Assistant Resident Director of Dunn Hall*
Knox College
- ZDENKA A. STEHLIK 1962 *Assistant Resident Director of Whitten Hall*
B.S. in Ed., Illinois State Normal University
- HARRIET G. VISSERING 1952 *Assistant Resident Director of Hamilton Hall*
A.A., William Woods College, Missouri; A.B., Washington University
- JIMMIE L. WASEM 1962 *Assistant in Health and Physical Education*
B.S., Illinois Wesleyan University
- CELIA WESLE 1962 *Assistant in Milner Library*
B.S. in Ed., Milwaukee State Teachers College
- JOHN P. WOLTER 1960 *Assistant Director of Off-campus Housing*
B.S. in Ed., Illinois State Normal University
- GEORGETTE A. YACODICH 1962 *Nurse in the Laboratory Schools*
B.S. in Nursing, St. Louis University, St. Louis, Missouri

THE FACULTY EMERITI

- *HOWARD WILLIAM ADAMS 1909 *Professor of Physical Sciences (Emeritus)*
B.S., Iowa State College; S.M., University of Chicago
- MARION CAMPBELL ALLEN 1927 *Assistant Professor of Art (Emerita)*
B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University
- GLADYS L. BARTLE 1930 *Associate Professor of Art (Emerita)*
B.S., M.S., Ph.D., University of Wisconsin
- PAUL K. BENJAMIN 1950 *Instructor in Health and Physical Education (Emeritus)*
B.S., University of Illinois; M.S., University of Washington
- ELSIE BRENNEMAN 1927 *Director of Admissions and Assistant Professor of Education (Emerita)*
B.Ed., Illinois State Normal University; M.A., Northwestern University

*Deceased, January, 1963.

- DOROTHY GARRETT BRUNK 1925 *Assistant Professor of History (Emerita)*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University
- MARY ELIZABETH BUELL 1926 *Assistant Professor of Home Economics (Emerita)*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University
- JOHN WESLEY CARRINGTON 1933 *Director of Laboratory School Experiences and Professor of Education (Emeritus)*
B.S., A.M., University of Illinois; Ph.D., Northwestern University
- FRANCES CONKEY 1936 *Associate Professor of Home Economics (Emerita)*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State University
- MARGUERITE REGINA CONNELL 1928 *Professor of Latin (Emerita)*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University
- MARGARET COOPER 1932 *Professor of Education (Emerita)*
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University
- MABEL PERCIE CROMPTON 1924 *Assistant Professor of Geography (Emerita)*
B.Ed., Illinois State Normal University; S.M., University of Chicago
- ALTA J. DAY 1928 *Assistant Professor of Business Education (Emerita)*
B.A., Lawrence College; M.A., Teachers College, Columbia University
- WILLIAM I. DEWEES 1937 *Professor of Education (Emeritus)*
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State University
- CHRIS A. DEYOUNG 1934 *Professor of Education (Emeritus)*
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University; LL.D., Lincoln College; Lit.D., Hope College
- HELEN A. DOOLEY 1947 *Assistant Professor and Assistant Librarian (Emerita)*
A.B., Illinois Wesleyan University; B.S., School of Library Service, Columbia University; M.A., University of Washington
- ALVA W. DRAGOO 1919 *Assistant Professor of Industrial Arts (Emeritus)*
B.Ed., Illinois State Normal University; M.S., Iowa State College
- LURA M. EYESTONE 1901 *Instructor and Supervising Teacher (Emerita)*
B.S., Teachers College, Columbia University
- ELINOR BERTHA FLAGG 1925 *Assistant Professor of Mathematics (Emerita)*
B.S., M.S., University of Illinois
- F. RUSSELL GLASENER 1935 *Professor of Economics (Emeritus)*
B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
- FLOYD TOMPKINS GOODIER 1935 *Associate Professor of Education (Emeritus)*
A.B., Colgate University; M.A., Teachers College, Columbia University
- LINDER W. HACKER 1925 *Associate Professor of Education (Emeritus)*
B.Ed., Illinois State Normal University; M.A., State University of Iowa
- *ALMA MARY HAMILTON 1915 *Assistant Professor of the Teaching of English (Emerita)*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University
- WEZETTE A. HAYDEN 1921 *Assistant Professor and Supervising Teacher in the First Grade (Emerita)*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University
- HERBERT REYNOLDS HIETT 1937 *Professor of English (Emeritus)*
A.B., Nebraska Wesleyan University; A.M., University of Nebraska; Ph.D., University of Maryland
- DOROTHY HINMAN 1925 *Assistant Professor of English (Emerita)*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University
- F. LINCOLN D. HOLMES 1935 *Professor of Speech (Emeritus)*
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin
- CLIFFORD EMORY HORTON 1923 *Professor of Health and Physical Education (Emeritus)*
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University
- CLYDE WHITTAKER HUDELSON 1920 *Associate Professor of Agriculture (Emeritus)*
B.S., M.S., University of Illinois
- CHRISTINE P. INGRAM 1949 *Professor of Education (Emerita)*
B.S., A.M., Columbia University; Ed.D., New York University
- EMMA R. KNUDSON 1934 *Professor of Music (Emerita)*
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Ph.D., Northwestern University
- ERNEST M. R. LAMKEY 1927 *Professor of Biological Sciences (Emeritus)*
A.B., A.M., Ph.D., University of Illinois

*Deceased, April, 1962.

- THOMAS JESSE LANCASTER 1919 *Associate Professor of Education (Emeritus)*
B.Ed., Illinois State Normal University; A.M., University of Chicago
- RALPH HARLAN LINKINS 1917 *Dean of Men and Associate Professor of Biological Sciences (Emeritus)*
A.B., Illinois College; A.M., University of Illinois
- BLANCHE MCAVOY 1926 *Professor of the Teaching of Biological Sciences (Emerita)*
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago
- NEVA MCDAVITT 1929 *Assistant Professor of Geography (Emerita)*
B.Ed., Illinois State Normal University; A.M., Clark University
- DOROTHY M. McEVOY 1950 *Assistant Professor and Supervising Teacher (Emerita)*
B.S. in Ed., University of Nebraska; M.A., Teachers College, Columbia University
- FERNE MELROSE 1928 *Recorder (Emerita)*
B.Ed., Illinois State Normal University
- MARION G. MILLER 1937 *Professor of Art (Emerita)*
Ph.B., University of Chicago; M.A., University of California; Ph.D., Ohio State University
- CLIFFORD NEWTON MILLS 1925 *Professor of Mathematics (Emeritus)*
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin
- GERDA OKERLUND 1931 *Professor of English (Emerita)*
A.B., A.M., Ph.D., University of Washington
- ROSE ETOILE PARKER 1931 *Professor of Education (Emerita)*
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin
- HENRI R. PEARCY 1940 *Associate Professor of European History (Emeritus)*
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago
- GERTRUDE ANDREWS PLOTNICKY 1913 *Assistant Librarian (Emerita)*
Chicago Public Library Training School; University of Wisconsin
- GENEVIEVE ANNA POHLE 1923 *Assistant Professor and Assistant Librarian (Emerita)*
A.B., University of Wisconsin; M.A., Graduate Library School, University of Michigan
- LAURA HAYES PRICER 1911 *Associate Professor of English (Emerita)*
B.S., Vanderbilt University; Ph.M., University of Chicago
- JOSEPHINE ROSS 1926 *Assistant Professor of Home Economics (Emerita)*
B.S., MacMurray College; M.A., Teachers College, Columbia University
- BERTHA MAY ROYCE 1925 *Professor of Biological Sciences (Emerita)*
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington
- GRACE REBECCA SHEA 1927 *Assistant Professor and Nurse, Laboratory Schools (Emerita)*
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University
- LEON SHELDON SMITH 1925 *Assistant Professor of Physical Sciences (Emeritus)*
A.B., Albion College; A.M., University of Michigan
- FRED S. SORRENSEN 1920 *Professor of Speech (Emeritus)*
A.B., Mount Morris College; B.E., M.E., Columbia College; A.M., Ph.D., University of Michigan
- RAY M. STOMBAUGH 1935 *Professor of Industrial Arts (Emeritus)*
B.S., Stout State College; M.A., Ph.D., Teachers College, Columbia University
- FLORENCE EVELYN TEAGER 1931 *Professor of English (Emerita)*
B.A., M.A., Ph.D., University of Iowa
- MARY DOROTHY WEBB 1930 *Assistant Professor of the Teaching of Business Education (Emerita)*
B.A., Lawrence College; M.A., University of Wisconsin
- ELEANOR WEIR WELCH 1929 *Director of Libraries and Associate Professor (Emerita)*
A.B., Monmouth College; M.S., School of Library Service, Columbia University
- JENNIE ALMA WHITTEN 1919 *Professor of Foreign Languages (Emerita)*
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin

Student Enrollment

ON CAMPUS

SECOND SEMESTER 1961-62

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshman	611	1124	1735
Sophomore	379	671	1050
Junior	334	437	771
Senior	317	506	823
Unclassified (Undergraduate)	21	36	57
Special (Undergraduate)	33	33	66
Graduate	246	144	390
	<hr/>	<hr/>	<hr/>
Total	1941	2951	4892

SUMMER 1962

Eight-Week Session	1109	1407	2516
Short Sessions (Including Duplicates)	178	741	919
Post Session	335	289	624

FIRST SEMESTER 1962-63

Freshman	801	1298	2099
Sophomore	460	852	1312
Junior	388	628	1016
Senior	340	534	874
Unclassified (Undergraduate)	12	36	48
Special (Undergraduate)	74	92	166
Graduate	319	181	500
	<hr/>	<hr/>	<hr/>
Total	2394	3621	6015

EXTENSION

Second Semester 1961-62	76	369	445
Summer 1962	30	343	373
First Semester 1962-63	85	466	551

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